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THE AMERICAN School Board Journal

A PERIODICAL OF SCHOOL ADMINISTRATION

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In This Issue:

★ National Association Outlines School Board Relations to Controlled Materials Plan—*Tuttle*

★ Democracy of Opportunity and Responsibility in a War Emergency—*Punke*

★ Aspects of Teachers' Compensation—*Liggitt*

★ Staff Participation in Policy Making and Planning in Large City School Systems—*Moore*

VOLUME 123, NUMBER 1 JULY, 1951

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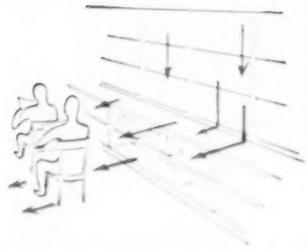
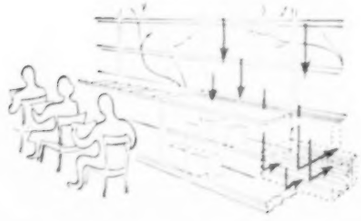
OUT GOES THE CLASSROOM "COAT ZONE"

...when DRAFT STOP is brought in!



YESTERDAY'S PROBLEM *of drafts is shown in this classroom. Above you see how cold air travels unhindered, presents a cold front problem of discomfort and possible illness.*



TODAY'S SOLUTION *with the new* DRAFT|STOP *System ends draft threats. See how drafts and cold air are controlled.* DRAFT|STOP *will stop the draft before it can start trouble.*

TEACHERS KNOW that too many classrooms have a comfort problem. It can seriously affect the health and study habits of students. A day in school offers *ample proof.* Chilling down-drafts from today's large window areas require additional clothing in certain parts of the classroom.

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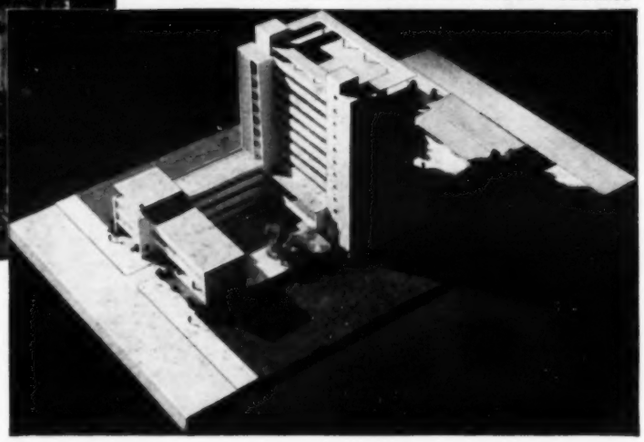
High on a San Francisco hilltop stands Maimonides Health Center—a proud structure devoted entirely to the care of the chronic sick. Every patient room faces south and has been given a floor-to-ceiling glass wall to provide a pleasant living environment and a tonic-effect view across the city. Beyond these picture windows are wind-sheltered, sunny balconies from which one may look downward into specially landscaped courts for other spirit-lifting experiences. Architecturally this fine building is as advanced as the rehabilitation program practiced within it.

Photos: DEAN STONE *and* HUGO STECCATI



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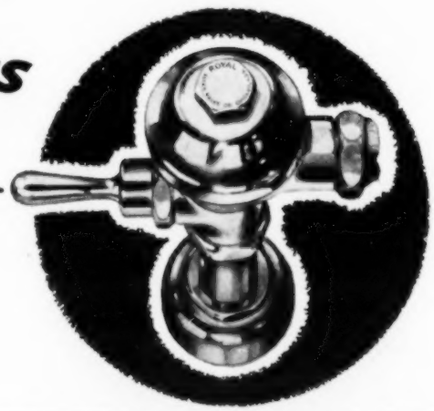

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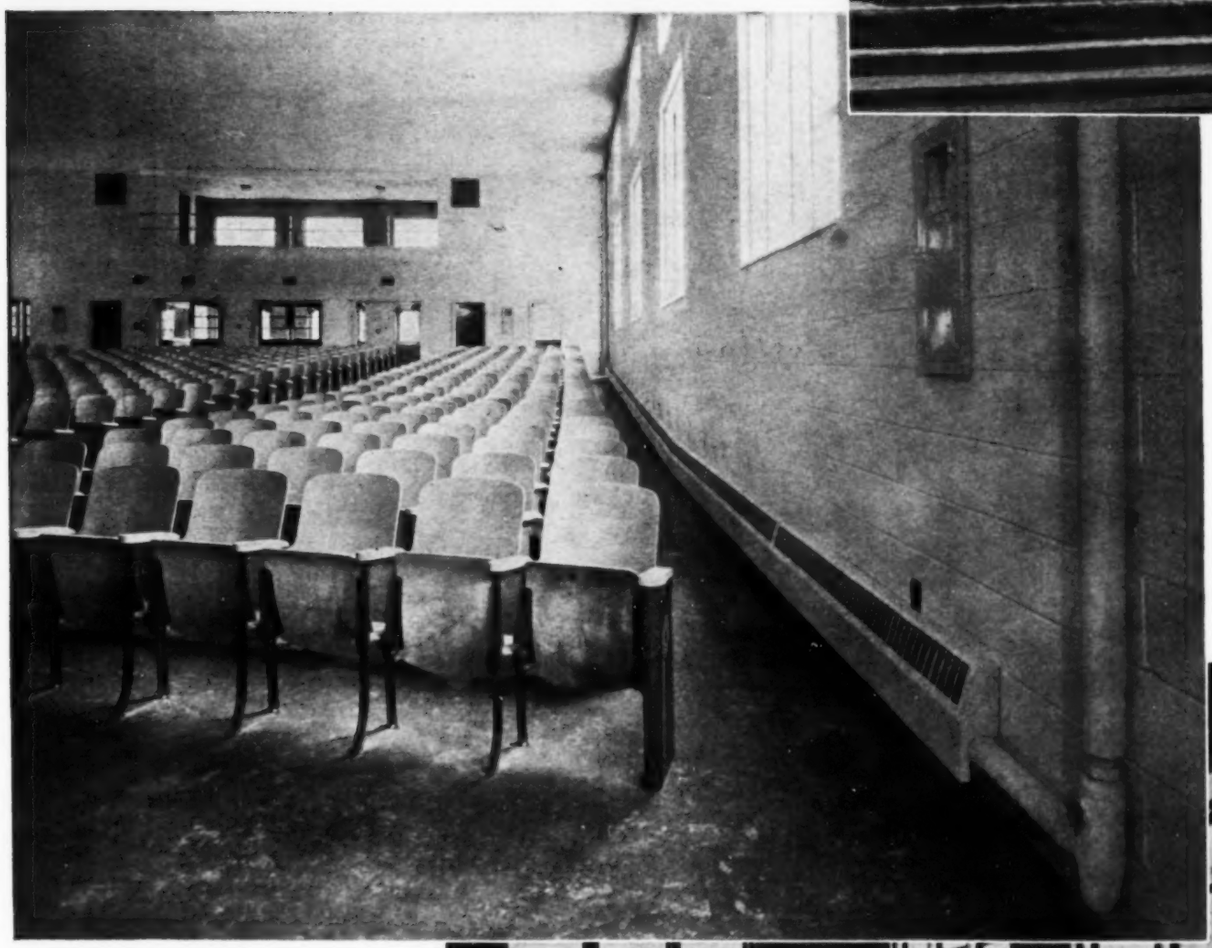
NORFOLK CATHOLIC HIGH SCHOOL, NORFOLK, VA.
Auditorium wing at left, gymnasium wing at right. Cafeteria wing in rear. Under the jurisdiction of the Bishop of Richmond, the Most Rev. Peter L. Ireton. Diocesan superintendent, the Rev. J. Louis Flaherty. Architects: Gleeson and Mulrooney, Philadelphia. Associate Architect: T. David Fitzgibbon, Norfolk. Consulting Engineer: William G. Flurer, Philadelphia. Heating Contractor: Coley and Petersen, Norfolk.



Webster Walvector in auditorium on separate zone, one of five, permits use for evening parish affairs without heating entire school.

Webster Walvector in classroom spreads the heat along outside wall . . no drafts . . no hot spots.

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Webster Walvector Radiation. Webster-Nesbitt Unit Heaters. Webster System Convector Radiation : : Webster Baseboard Heating

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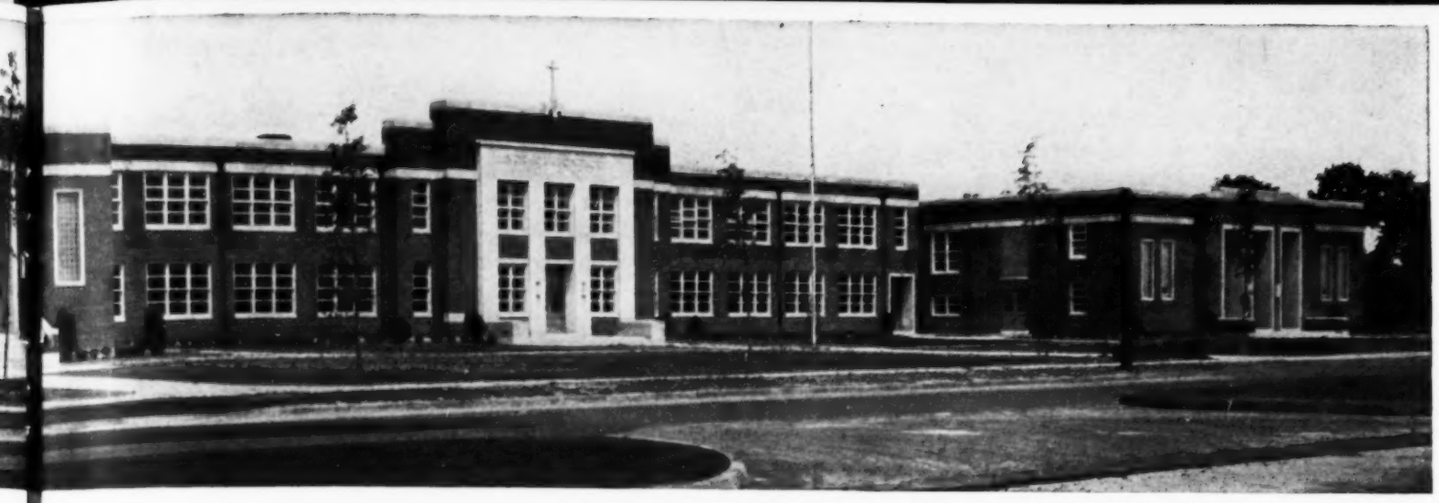

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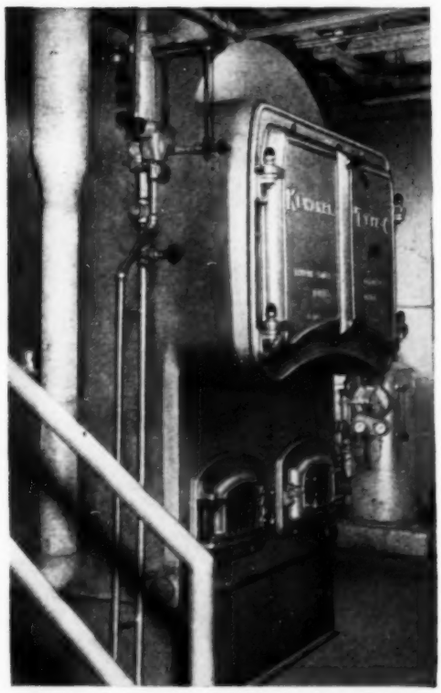

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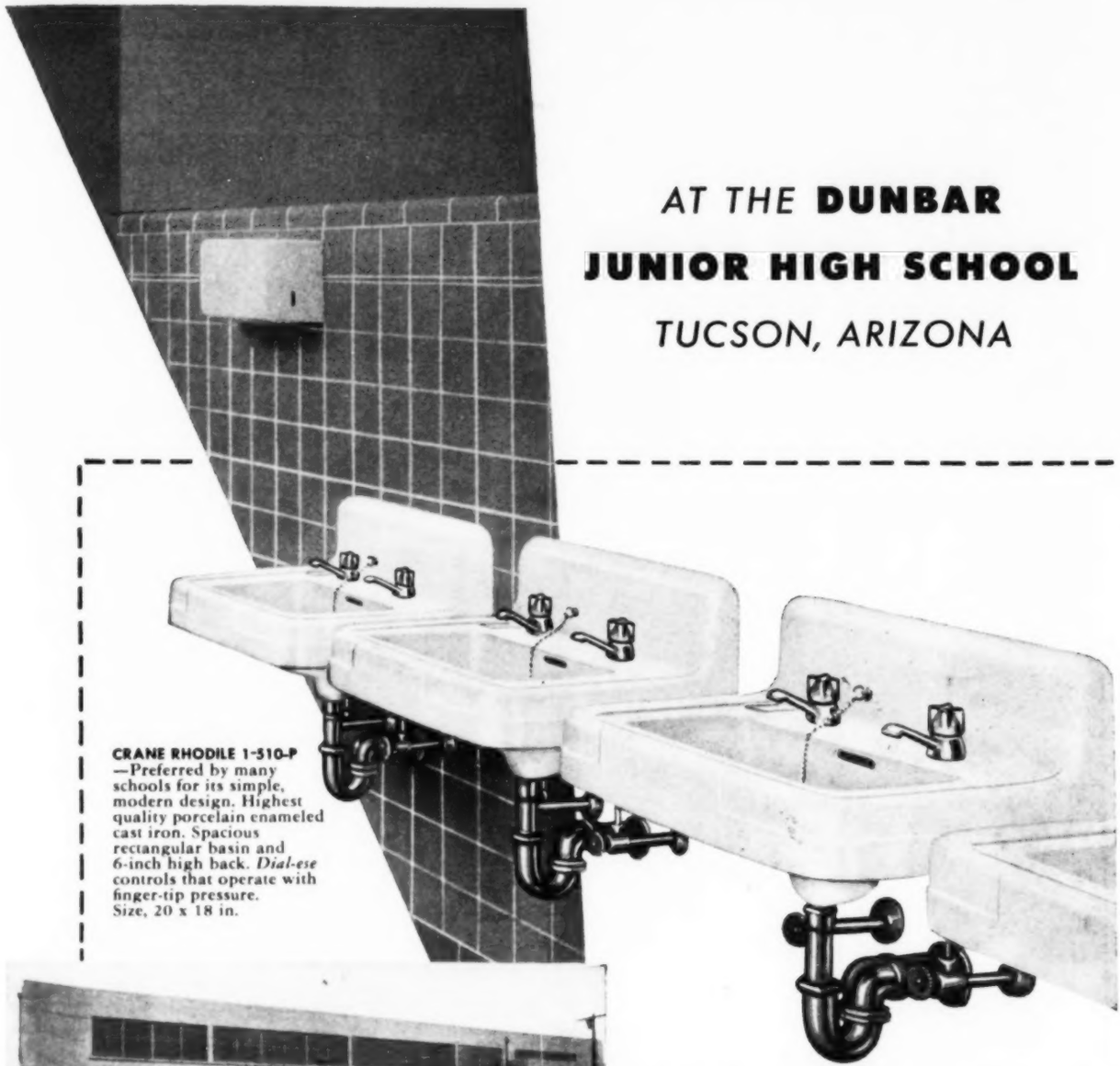

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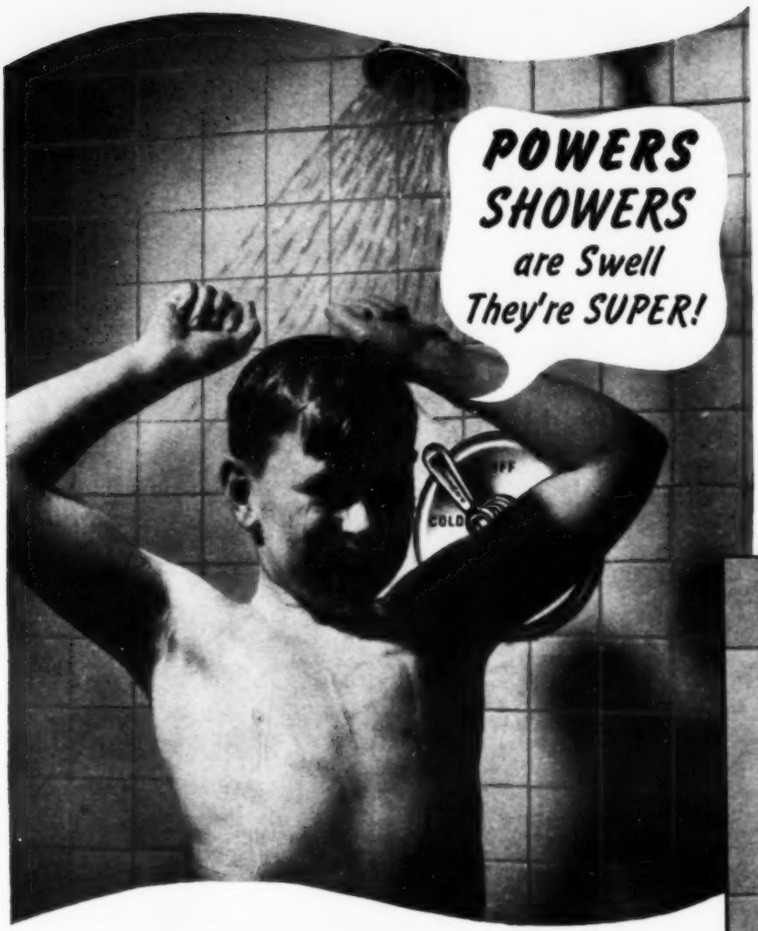

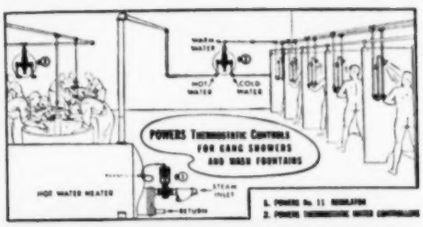

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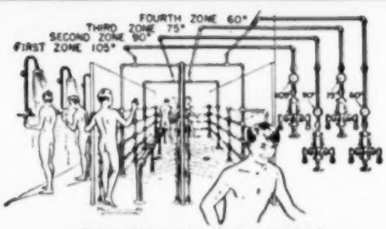

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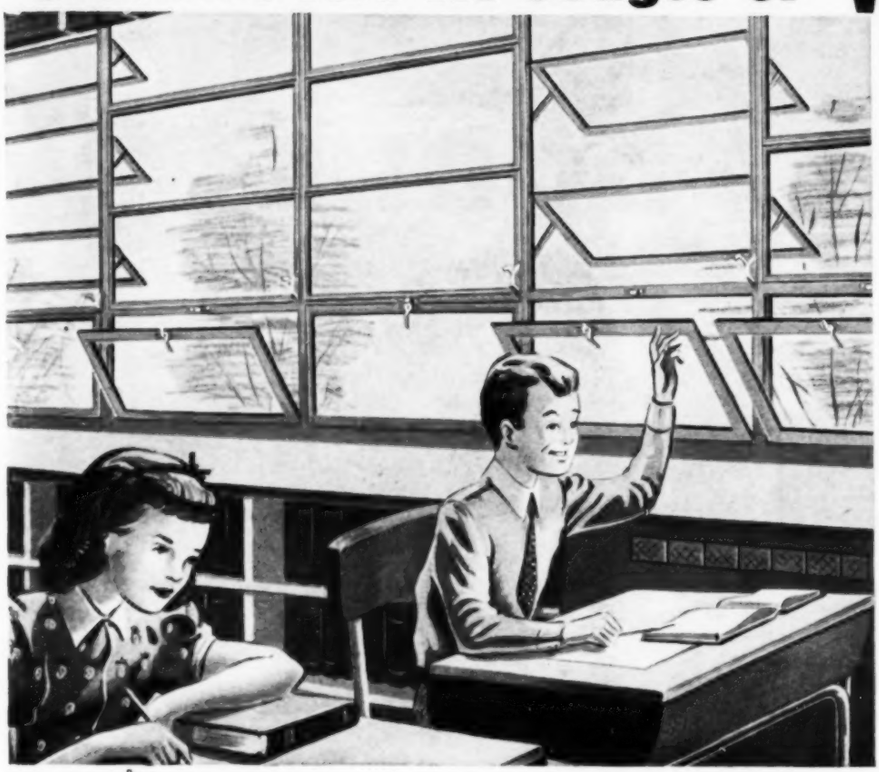
Students Are No Judges of WINDOWS



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THE AMERICAN
School Board Journal
A Periodical of School Administration

VOL. 123 NO. 1

July 1951

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★★★★★★★★★★★★★★★★★★★★★★★★

TITLE PAGE AND INDEX

A Title Page and Index to Volume 122, January to June, 1951, has been prepared. A post card addressed to Bruce-Milwaukee, P.O. Box 2068, Milwaukee 1, Wis., will bring a copy.

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Lunchroom...Library...Classroom...Cooking Lab...Office

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Naturally, no two schools will need the same heating, ventilating or air conditioning.... And often, those needs will change from room to room in the same school. But wherever or whatever they are, Trane equipment is designed to meet them—efficiently.

In Lunchrooms—A playroom-cafeteria in a new Illinois elementary school needed extra heat just before the lunch hour to bring the temperature up quickly. Trane Projection Heaters, installed at the ceiling, run only for an hour or so before lunch. But they have the room just right by the time the first youngster sits down to his sandwiches.

In Libraries—"Quiet Please" applied to the heating units, too, in the library of a western high school. And good ventilation was just as important as silence. Trane Unit Ventilators make both possible; there's plenty of fresh air, but only a murmur of sound.

In Classrooms—Grammar school youngsters aren't easy on classroom furniture. That's why the designers of a school in Philadelphia specified rugged Trane Unit Ventilators for their heating and ventilating system. The husky units are still handsome and efficient after years of kicks and bumps.

In the Cooking Lab—Space was the big problem in a cooking laboratory at a midwestern college. And yet, there *had* to be room for heating. This battle of inches was won by Trane Convectors—taking a minimum of floor, and eliminating the overheated zone that surrounds most room heaters.

In Offices—Designers of a southern school solved a floor space problem in the teachers' offices by recessing Trane Convectors right into the walls.

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THE AMERICAN
School Board Journal
A Periodical of School Administration

JULY 1951

Democracy of Opportunity and Responsibility in a War Emergency

*Harold H. Punke**

During international emergencies our leaders call for increased patriotism and sacrifice. They say that demands will affect most aspects of life, and emphasize equal sacrifice by different groups. Requests for greater and equal sacrifice reflect two conclusions. One is that the level of material consumption, leisure time, and satisfaction of the American people could be lowered without impairing the population or social structure. The other conclusion suggests that the burdens of peacetime government and of developing civilization are not equitably borne by different groups.

War emergencies are often accompanied by cries of inequality and injustice. Anxieties and complaints about injustice impair morale, and must be minimized when domestic unity is essential. Two avenues of reducing complaints are suggested. One is through a gestapo to silence complainers. The other is through reducing the causes of complaint — the seeming injustice or inequity. Subsequent paragraphs relate mainly to the second avenue — modifying social practice so as to reduce inequities, particularly regarding the demands of present emergency conditions, the aspects of our social structure in which inequities seem anchored, and the implications for American youth and education.

"Sacrifice" should perhaps be defined. For this discussion the extent to which a person enjoys rendering a service — along with accompanying rewards, in contrast with other possible activities in which he might engage, affords a useful index of the satisfactions and sacrifices of that service. Thus, the individual most directly affected is considered the best judge of what he likes and dislikes — of what constitutes satisfaction and sacrifice for him.

*Alabama Polytechnic Institute, Auburn, Ala.

War and Group Competitions

Americans seem to be accepting the view that wars are extensions of other competitions — that when free movement of people, material goods, or ideas is hampered by political, religious, economic, or other man-made barriers, armed force will likely be used in maintaining or attacking the barriers. Obvious industrial competitions have related to raw materials and markets. Less obvious competitions have related to ideas — to people or printed materials reflecting ideas. International radio has also been important. In most instances some initial peaceful effort is made to modify the barriers — with increased cajolery leading to organized force. The proportion of these elements depends on the pressure through inducements, bribes, and resistance and on whether the stakes seem worth the effort.

The crux of the matter lies in the phrase "worth the effort." Different kinds of effort may be implied, as well as questions concerning *worth to whom* and *effort by whom*. In a primitive society composed of a few hundred people, each member might easily identify himself with every decision or action of the group. Each could participate directly in the decisions, and feel the success or failure of every action. It is then easy to recognize and distribute opportunity or responsibility.

In a populous industrial society there is no such directness of group action. Participation in group decisions is a remote "proxy" arrangement by which one's interests are reflected through a "duly elected" representative. Since there is great variation in the interests which elected persons are expected to represent, their action reflects a kind of group average. There may be no clear or complete representation of the interests of any one member.

Where there is great specialization and division of labor, this average becomes mainly an average of groups rather than of independent persons. Each group is a "special interest group" to promote some financial, agrarian, professional, ethnic, or other interest of its members. Representative democracy may thus become largely a government of conflicting and compromising groups. Hence when a public official refers to pressure from "special interest groups" he usually means strong groups which represent interests that he does not like. The balance of power among special interest groups may oppose vigorous democratic institutions or an equitable distribution of rights and duties.

Warfare and Vocational Specialization

In the warfare of Western Nations it has been several centuries since the whole population entered direct combat, as seemed true of some primitive groups — in Europe and elsewhere. With the increasing complexity of warfare during the past two centuries, participation has become increasingly selective. It is now selective in several respects. In this country the Congress that declares war, but is exempt from military service, and the group that enters combat are the two most clearly selected or designated groups. Other groups may be more vaguely designated as producers of food or war materials, as prime carriers of a reduced civilian economy, as taxpayers, or as participants in other ways.

Congress has the task of supervising and allocating responsibility and rewards in our political structure — at national levels. *In a democracy the allocation should be based on*

equality of opportunity and responsibility, regardless of age, sex, race, vocation, wealth, education, ancestry, or similar factors. When the intricacy of domestic and international relationships has rapidly increased, as has been true of this country, it is difficult for a national legislative body to maintain an equitable distribution of opportunities among different groups within the nation. However, since our government has never closely approached the democratic ideal stated, the task is not merely one of "maintenance" — but also one of "gradually establishing" the ideal.

Theory and Practice of Democratic Equality

Because stability in American society is linked to democratic ideals, including equality of opportunity, it is important to examine our war practices accordingly. Particularly does it seem important regarding young men who are forced into military service and compelled to sacrifice more for the common good than any other group of comparable size.

If a society must force certain persons to render a particular service, those persons obviously look upon that service as including less satisfaction and more sacrifice than other services which they might enter. If this were not true it would be possible to secure enough volunteers to do the work for which compulsion is invoked. Some implications of this point for military service seem clear. Better pay, greater economic security, and other inducements could be offered draftees to help offset the sacrifices demanded. But so long as the inducements do not produce the men needed — enough qualified men who *choose* to enter the service — those inducements are inadequate. Free choice is then discarded and compulsion is used.

The foregoing comments do not imply that men should not be drafted for military service in an emergency. However they do imply that if we compel one segment of the population to render a particular service — which neither they nor others in sufficient numbers want to render, when other groups with as much economic and civic status or opportunity have wide choice regarding what contribution if any they will make to the common good — the democratic ideal of equality is operating at a low level.

Two suggestions occur for bringing practice nearer into accord with the ideal. One is to increase the satisfactions which accompany military service — on the levels of drafted personnel. The other is to decrease the attraction of nonmilitary services open to other people — regardless of age, sex, religion, vocation, or other characteristics. During World War II several inducements were added to increase the appeal of life as a common soldier: more pay, better living conditions, better medical care, more varied recreational possibilities, opportunity to continue high school or college education while in service. Since World War III became prospective, concerted effort seems to have emerged for undermining the insurance provisions set up during World War II. More could be done along the foregoing and other lines to make military service attractive — if we apply the principle of allowing individuals the same freedom of choice in entering this service as in entering other services.

Tradition helps explain why we have not done more along the lines noted. We have a carry-over from autocratic social orders in which resort to compulsion for achieving ends was so usual that little thought was given to developing a popular desire for those ends. The development of adequate inducements might seem difficult. If so, one should note that the development of democratic relationships is often more difficult than establishing dictatorial relationships. Responsibility for difficult tasks must be assumed by people who want the freedoms that democracy implies.

The second approach for improving the appeal of military service is to decrease the relative appeal of other vocations. In a society which claims to foster equal opportunity for all, there is no reason why any civilians during an emergency should be entitled to a life which is more comfortable, luxurious, uninterrupted, or independent than the life of soldiers. If a nation urgently needs food, industrial output, and transportation as well as soldiers, and that nation practices equality of opportunity and sacrifice, it should not hesitate to draft men and women to work on farms, in factories, or on railroads. Neither should that nation hesitate to allocate these persons to the geographical areas where they may be most needed, or to regiment them through barrack life, mass feeding, or other large-scale manipulations — if these measures seem necessary to increase needed output. Similar regimentation applies to income after taxes, mode of dress, hours of work, and other aspects of civilian life.

When a nation permits costly strikes in industrial production or transportation, allows inflationary prices of commodities to undermine our economic and emotional security while producers of raw materials make huge profits, or permits large numbers of women of an age and civic status comparable to drafted men to live relatively independent and free from responsibility to the nation, at the same time that it drafts young men for military service, that nation reflects great weakness in practicing equality.

Avenues of Greater Equality

One avenue toward greater equality might be through determining the kinds of service which the nation needs, determining the persons best qualified for rendering each type, and allocating those persons accordingly. This suggestion implies regimentation. The question arises: Who would be the regimenters? Would they be "duly elected" by the people? If initially elected, could the people be sure the regimenters would "submit to re-election" — if they became established in control of machinery for regimentation and compulsion? Americans have always suspected centralized government, especially if the centralization seemed likely to become permanent. The behavior of recent dictators in Europe, Asia, and South America has reinforced our anxieties on this point.

Although regimentation may be one avenue toward equality, it is not one in keeping with American ideals. Americans do not seek an equality of the strait jacket. It is equality of broad freedoms in vocation, home life, education, recreation, religion, speech, and association that the people of this country want in ever increasing scope. Hence the avenue toward equality to seek, regarding draftees compared with other groups, seems to be that of finding ways to increase the opportunity for choice available to these men. Freedom to choose the kind of service entered, should mean that this particular age and sex group has as much freedom as other groups. Incidentally morale problems within the armed forces might be less troublesome if the forces consisted mainly of persons who prefer to render that service rather than some other service.

Question then arises concerning possible inducements, within the democratic framework, for making military service attractive enough so that adequate personnel at the common-soldier level can be secured as volunteers. An earlier paragraph made preliminary reference to this point. Consideration might be given to more pay, security and allotments for dependents, insurance, furlough privileges, rehabilitation in case of injury, and educational opportunity while in the armed forces — or afterward. More could be done regarding job security — including assurance that a man will not be denied work because of a prospective draft call, as well as assurance of a job when released from service. For boys 18 to 19 years old, or others who have never held a full-time civilian job, it is important to be assured a job and a means of working into the vocational world when released from military service.

Other types of inducements might be added. Evidence from Congress and other legislative bodies that nonpartisan steps are being taken to reduce the tension of present emergencies, or the likelihood of future emergencies, would do much for the morale and satisfaction of many common soldiers. As long as enlisted men — and civilians feel that the nation's highest legislative and executive officials are operating on the basis of "party politics as usual" with national welfare secondary, it is difficult for the enlisted men to feel that it is a just and democratic government which is asking them to undergo the sacrifices which their jobs entail. High morale makes any job easier, and in itself may constitute an inducement.

For some youth who have studied history and international relations, there appears a possibility of preventing future emergencies through peaceful use of technology, education, and nonmilitary leadership to improve material standards of life among the world's "have-not" peoples. The soldier who thinks of the current struggle as "just another war," with no greater long-range peaceful outcomes in prospect than those which followed any one of a dozen past wars, will likely contribute to morale problems.

(Continued on page 48)

Staff Participation in Policy Making and Planning in Large City School Systems

*Harold E. Moore**

Staff participation in policy making and planning is not a new idea in school administration. As early as 1903 John Dewey was advocating "official and constitutional provision for submitting questions of methods of discipline and teaching, and the question of curriculum, textbooks, etc., to the discussion and decision of those actually engaged in the work of teaching." As early as 1910 teachers' advisory councils were in existence and within ten years nearly one hundred cities were using them in some fashion.

The use of such groups followed closely on the growth of such concepts as "democracy in education," "democracy in school administration," and the like. While agreement was far from general concerning the term "democracy," there developed an opinion favorable to staff participation, and to a certain extent such participation was put into practice. This participation frequently developed around issues in which the staff had a definite and immediate interest, at first instructional problems and, later, welfare issues.

The period in which the "participation" programs in school administration have been growing coincides with changing patterns of personnel relationship in other lines of employment, both public and private. It follows in general the efforts to make many phases of our lives, including the home, the school, and business and community organizations, more democratic with the view of strengthening democracy by providing opportunities to practice it in everyday life.

For putting such a program into practice probably no school organization offers greater difficulty than the large city school system. Large city systems have mushroomed during the period when the participation idea has been growing. It might appear that this concurrent growth would have assured a strong development in this respect. Such has not been the case.

Because of the unwieldiness of large school systems and the tendency to obtain a strong specialization in administration and supervision, these systems have frequently failed to reach the levels of participation found in small and medium-sized school systems. Lines of administration are frequently more strongly intrenched in the large school system, and the very great problem of administering an educational program involving hundreds of thousands of children and thousands of teachers causes the administrator to hesitate to inject what he may consider to be another complicating operating factor.

The need therefore appears to be even greater in the large school system to have regular channels through which two-way communication can take place. The need for a plan or organization to afford this communication is apparent when one considers the limitation on the personal contacts between the chief administrator and his immediate assistants and the staff member who is a classroom teacher, a clerk, or a custodian. This is in contrast to the smaller or medium-sized school situation where informal, perhaps daily or periodic, communication takes place between the administrator and the teacher.

Cities Over 200,000 in Population Studied

To ascertain how large cities are dealing with this problem, the author asked the superintendents of schools of the 46 cities over 200,000 in population to supply certain information concerning the organizations set up in their respective school systems to afford the participation and communication that has been referred to in this article. The report covered conditions as they existed during the summer of 1950.

Essentially, the information was sought to determine the mechanics of the organizations themselves and their operation rather than to attempt an appraisal of their effectiveness.

Thirty-three of the 46 school systems replied to the inquiry which asked the form or nature of the organization, its aim and objectives, meetings, membership, and the name of the organization. Six simple questions requiring an appraisal by the superintendent of the local organization were also included. This appraisal represents opinion, but should be worth consideration since it grows out of experience.

Of the 33 cities reporting, 18 said that they had an organization that met the stipulation set out in the original inquiry, which was as follows:

> One of the current issues in many school systems is the stress being placed on participation on the part of the staff in relation to problems involving the operation of the school system and its educational program. Various names or titles, such as employee councils, educational councils, and the like, are applied to such groups. These groups are to be distinguished from the more commonly existing curriculum councils.

This sampling seems to offer a report sufficient to safely indicate the direction of practice in this group of cities.

Names of the Organizations

In name the groups revealed an almost complete lack of uniformity. Four of the 18 called their organization an advisory council. In seven other cases, the term "council" was used in some relationship, such as teachers' council, employees' council, classroom teachers' council, and the like. In six of the 18 cases the word "teacher" or "teachers" made up a part of the name. An effort to reach the classroom group was further demonstrated by the fact that "classroom" appeared as a part of the name in three instances. The infrequency of having all employees represented was demonstrated by the fact that in only one instance did the name of the group indicate this representation. The opposite of this tendency was reflected in two cases where the group was called by terms that indicated it was an administrative council.

Objectives More Uniform

By far greater uniformity was exhibited in the aims and objectives of the various organizations. In 13 out of 18 cases it was indicated that they were set up to deal with "educational problems and the improvement of instruction." In exactly the same number of cases they "dealt with teacher and employee welfare problems and issues." In two thirds of the cases the organizations were listed as "policy recommending groups." In one third of the cases the group was also listed as a "study group."

A large number of items appeared singly or slightly more often; examples were "public relations," "legislation," "community drives," and the like. While no clear distinction was noted by any superintendent in answering the questionnaire, it was clear that a distinction was made between policy recommending or even formation and its execution, which is an administrative function.

Clearly the organizations were established in most cases to set up two-way communication and to secure more direct contact between staff and administration. Frequently specific problems of an educational or welfare nature prompted the action to establish the organization at a specific time. This was indicated because groups were frequently set up to attack certain problems, remaining in existence to continue their function on other issues. A few administrators indicated that they felt the need of the counsel and assistance that such a group afforded.

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Time of Meetings

Monthly meetings on school time formed the common pattern. Nine of the 18 school systems made this report on frequency and time. Irregularity of meeting and time characterized the next largest group, although the tendency to meet out of school hours predominated in this group. Five of nine systems which reported meetings held during the school day paid substitutes for those in attendance when it was necessary.

Number and Type of Employees Represented

Wide variation was reflected in membership in both number and type of employees represented as well as in their method of selection.

Sixteen systems of the 18 reporting the size of the organization indicated a range of 5 to 350 members in the group. Evidently the smaller ones were administrative councils discussed above. Only one had as many as 350 members. The far more common practice ranged from 12 to 52 in number.

The most common form of selection of this membership was by election. This was accomplished about evenly by election from buildings and by educational levels. In a few cases appointment by buildings was the manner of choice. In the few cases where appointment was by the superintendent, the councils were small and usually administrative in nature.

As previously noted, teachers were most frequently represented. In 16 out of the 18 cases teachers were represented. Principals, directors, and supervisors were represented in one half of the 18 cases. The representation of the office and clerical staff and the custodial and engineering groups was infrequent. In only one city did there appear to be an employees' council with all types of employees participating.

Constitutions and Presiding Officers

The degree of formality of the organizations and their operation was indicated by the fact that in one half of the 18 cases each organization was operated under a constitution and bylaws. The relationship between the number having these regulations and the fact that the same number of organizations meet monthly was evident upon examination of the replies. The fact that one half of the organizations did not have such regulations was probably related to the irregularity of meetings on their part.

The common pattern, in terms of presiding officers was to have an elected president or chairman. In 12 of the 18 cases this was the practice. In six of the cases the superintendent, ex-officio, presided. Apparently, in all instances the superintendent was an ex-officio member in each of the groups.

Relationship of Councils

The relationship of such advisory groups to the superintendent and the board of education presented an interesting consideration. In most instances the advisory groups assisted the superintendent and the administrative staff in their consideration of instructional and welfare problems. The advisory nature of the groups operating through the superintendent was clearly indicated in most instances. They had been created without the official sanction of the board of education except in 5 of the 18 cases where they had board recognition.

In two very large cities slightly different relationships evidently existed, as indicated by their answers to the question "What is the relationship of the body to the board of education, and does it have any official recognition by the board?" These cities described the relationship as follows:

> Council acts as a liaison officer between the board of education, the superintendent of schools, and the secretary and business manager and the school personnel.
>
> It is the only official organization of teachers as contrasted with more than 80 unofficial such. It is constituted by bylaws of the board of education.

The Superintendent's Appraisal

In an attempt to secure some evaluation of existing organizations, the following questions were asked:

> If you have no such council at the present would you want to set up such an organization?
>
> Is the organization of such a body contemplated?
>
> If you have such an organization, do you think your school system would be better off without it?

No clear pattern emerged from the answers to these questions, except that 18 or the entire number indicated that they did not feel their school systems would be better off without the organizations. Four superintendents indicated that if they did not have such an organization, they would not organize one, while four who did not have an organization indicated that they were contemplating setting up one. Obviously, this division of opinion was typical.

In answer to the following question "If you have such an organization, what changes would you make to increase its effectiveness?" two suggestions for improvement were frequently given. These suggestions had to do (1) with the method of selection of participants and their representation on the council and (2) with the extension of the organization to include all employees. A few thought that the addition of lay members might help, although they did not indicate how such laymen in the group would function. Evidently such suggestions were from those who used their councils to consider salary and other welfare issues in which the public is especially concerned.

In answer to the question as to whether such councils led to conflict in the staff, 15 of the 18 said "no." There was evidence that existing conflicts, however, prevented the formation of such councils in a few cases. The best example came from a large school system that had had more than its share of staff conflict the past few years. The director of administrative research in this system noted:

> We would welcome such an organization if we could find some way by which union and nonunion teacher groups would agree to work together on common school problems.

Another superintendent noted that conflict between teacher organizations had prevented the successful operation and continuance of an educational council.

Other Means of Communication and Participation

It would be erroneous to conclude that the cities that did not report existing councils were doing nothing to benefit from a participation program that afforded two-way communication. In some cases the lack of the formality of an organization may indicate procedures that more nearly reach all of the staff of the school system. An example of this is the program carried on in one large school system where, during the school year 1949–50, the superintendent met the entire staff in a series of 25 meetings. The maximum attendance at these meetings was not in excess of 125, with an average of about 90. The meetings were held partially on school time through a two-month period. At each meeting the superintendent presented an educational and financial program and time was allowed for questions, suggestions, and criticisms. The meetings provided a relationship between superintendent and staff that no series of meetings of a representative council could have afforded. Many such devices could be found if one explored the practices of the 15 cities that reported no organized councils.

Representative Organizations Recommended

It seems reasonable to conclude that some kind of representative council, adapted to the needs of a particular school system, is more likely to keep participation and communication in operation than is the lack of such a plan. One of the reasons is that we operate in other areas as a representative democracy and that this pattern can be better understood than some other, although equally effective, plan that operates out of the usual pattern. Perhaps less will be left to chance if an organization is set up. It is reasonable to conclude, however, that the presence or absence of a council does not guarantee nor preclude democratic administration.

Whatever the method employed, participation in policy making and planning is consistent with good school administration. A challenge is put to administrators by the authors of *Democracy in School Administration,* namely:

A Working Board of Education

School Committee, Athol, Massachusetts, in Session. Athol, Massachusetts, is a busy tool, shoe, furniture, toys, and coated fabric manufacturing community of 12,000 population. Located in central Massachusetts near the New Hampshire line, it is the trading center of an area having 50,000 population. The school system of Athol is moving forward under an active school committee, a competent professional staff — all supported by an interested parent-teacher group and a live community. For 1951 teachers received a flat increase of $400 in salary. The sum of $200,000 was used for improving school buildings. The current budget is $360,000.

Members from left to right are: William A. Nickerson; Edward J. Herd; Dr. Samuel I. Glaser; Joseph G. Hausmann, chairman; Representative Samuel J. Boudreau; Paul P. Jerris; E. Perley Eaton, superintendent of schools.

Democracy in school administration is uniquely urgent because it so directly affects what is done in the schools to develop democratic citizenship. It is vital because, if teachers are to convey democracy, they must know what it is through their daily occupation.[1]

The same authors point out significantly that:

The impression is sometimes given that school administrators are inherently autocratic and that classroom teachers, *per se*, are democratic. As Koopman and his coauthors have pointed out, "Democracy does not mean accepting the decisions of the 'politician' teacher or 'cutthroat ringleaders' of a teacher group. Autocracy is autocracy whether practiced by an administrator, a classroom teacher, a student, or a member of the community."[2] In other words, requests for more democracy in school affairs are not convincing when made by those who would merely shift the center of domination from one point to another, or when the term "democracy" is misused to condemn every person and every practice with which the individual happens to disagree. In such cases the most difficult problem sometimes is found in rescuing "democracy" from its most vociferous advocates.[3]

Many school systems would do better with this whole matter if the welfare of the children in the school system was the criteria followed in dealing with the issues around participation and communication. Too often the children are forgotten in the zeal of the various groups as they attempt to reconcile their differences.

(Concluded on page 64)

[1] *Democracy in School Administration*, National Education Association of the United States, Discussion pamphlet No. 12, Washington, D. C., December, 1949, pp. 2–3.

[2] Koopman, George R., Miel, Alice, and Misner, Paul J., *Democracy in School Administration* (New York: Appleton-Century Co., 1943), p. 110.

[3] *Ibid.*, p. 6.

A County Board of Education Member Asks Himself

*Dale E. Howard**

What do we, as a county board of education, use as guideposts and directional goals in the formulation of policies and plans to aid in efficient administration of the county schools? Is time set aside at our meetings for the discussion of educational problems and implications, beyond those pertaining to immediate business and financial affairs? Have we taken inventory and gauged the depth of our consideration before rendering decisions vitally affecting the educational opportunities of *all* the children in the county? Do we evaluate the results of major problems of policy?

We could ask ourselves many such questions as enumerated above that might be answered to us in the adoption of the following:

Creed for County Boards of Education

WE, as members of the county board of education, strive to:

1. Consider problems on the basis of educational values for all school children in the county.

2. Make policies and plans based on a county-wide look.

3. Employ the use of democratic procedures in taking a county-wide look.

4. Encourage co-operative participation of all trustees in administrative problems of a county-wide nature.

5. Not limit our considerations and viewpoints to local school district boundary lines.

6. Maintain satisfactory co-operation between the county level and the local level of school administration.

7. Use educational betterment of all children in the county as a basis for long range plans.

8. Sponsor participating membership of all trustees from each local district in a county school-trustees organization.

9. Encourage membership of local school boards in the state association for school boards.

10. Magnify the need for effective functioning of local school boards to insure stronger schools.

*Assistant Superintendent of Schools, Travis County, Tex.

Three Years' Experience With —

A Salary Schedule Geared to Cost-of-Living

*Jerry J. Vineyard, D.Ed.**

The salary scale developed by a committee of Arkansas City, Kans., teachers and adopted by the board of education, appeared, in the July, 1949, issue of the SCHOOL BOARD JOURNAL. Three years' experience with that scale has taught certain lessons which have been utilized in improving the operation of the scale.

The original scale provided for an adjustment to the Bureau of Labor cost-of-living index reported about February 15, as new contracts were issued early in April for the following school year. The scale developed during the 1947–48 school year was reduced by 1 point in 1948–49, since the cost-of-living index in February, 1947, was 170 and in February, 1948, was 169. The succeeding year, the drop was 1½ points. The two small nuisance adjustments caused maximum salaries to be reduced by such small amounts that they amounted to nothing, but were irritants to the morale of the staff. Hence a proposal was agreed upon by the board of education and the staff that no adjustment should be made unless the cost-of-living index should vary 5 points or more from the point on which the scale was based. Then adjustment is to be made to the cost-of-living existing at that time.

Annual Adjustments Not Flexible

The original scale provided for an adjustment only once per year. When contracts were issued they were not subject to change during the school year for which they were issued.

After salaries were set and contracts issued in April, 1950, for the 1950–51 year, the cost-of-living index started to rise rapidly, and no one could predict the end. So when the board of education met on the first Monday in September, the members discussed the situation and immediately authorized that the scale be raised 5 points to a cost-of-living index of 172.5. No one was informed as to the exact figure, but that was approximately correct for that date. Since the adjustment was made effective to September 1, the raises affected the contracts as they began to operate.

The board also asked that the teachers' association be consulted as to its desires in making future adjustments. The board offered to make an adjustment each time a change of 5 points occurred, or to make an adjustment at specified periods of time. After free discussion on the part of the teachers, they suggested a semiannual review (1) in September, (2) in February. The board accepted the teachers' proposal as a policy at a subsequent board meeting.

*Superintendent of Schools, Arkansas City, Kans.

An Elastic Budget

It is so obvious that it scarcely merits attention. However, the budget must contain a cushion which will permit the adjustments to be made during the year. We have found the predictions of business periodicals to be our best source of information for this estimate.

The Contract Makes the Sliding Scale Legal

Since Arkansas City issues contracts in April, and each might be adjusted twice during the 12 months it is in effect, a special contract is necessary to legalize such procedure. The contract was prepared by the attorney of the board, approved by the welfare committee of the teachers' association, and adopted by the board of education. This contract specifies a definite salary, which is used as a starting point, but provides for adjustments in accord with the policies presented in this article. It is signed by authorized representatives of the board and the employees, indicating a true meeting of minds on the adjustments to be made in harmony with the Bureau of Labor Cost-of-Living Index.

The content of the contract is given in the exhibit below:

TEACHER'S CONTRACT

Arkansas City Schools

THIS AGREEMENT made .....,19..., between the Board of Education of the City of Arkansas City, Kansas, party of the first part, hereinafter designated "Employer" and ..... of ....., party of the second part, hereinafter designated "Employee," WITNESSETH:

The Employer, does hereby employ the Employee, and the Employee agrees to teach in the public schools of Arkansas City for the school year of 19... and 19....

The Employer agrees to pay and the Employee agrees to accept the salary specified in the salary schedule now in force or hereafter adopted by the Employer, and the base salary hereunder, for the period above, shall be ..... DOLLARS for nine months teaching service, beginning on or about September 1, 19..., payable in twelve equal installments, beginning October 1, 19..., and a like sum on the first day of each succeeding month, until the full sum last above specified is paid.

The annual remuneration of said Employee shall be adjusted and fixed in accord with the Bureau of Labor Statistics cost-of-living index for February, 1948 (said index being 170) to the extent that said cost-of-living index is applicable to $1,700 of each male Employee's salary, and to $1,100 of each female Employee's salary, and said revision and adjustment shall be calculated and put in effect in September and March of each year as based on the August 15 and February 15 figure computed as above, provided, that no revision shall be made unless the change under said cost-of-living index shall be 5 or more points, and provided, further, that each and every Employee shall at all times maintain his relative step or point on said sliding scale schedule and his increment or decrement, as the case may be, shall be computed from his said relative step or point.

The Employee shall abide by all rules and regulations set forth in the Manual of Operations, or elsewhere, made by the Employer for said schools, and said rules and regulations, now in effect or hereafter adopted, are made a part of this contract by reference.

The Employer reserves the right to make any change in length of time of employment or in the amount and payment of salaries that may become necessary by the application of the laws of the state of Kansas in force and effect at the date hereof, and the right and authority to do any act or acts which may be authorized or required by or of it by the laws or regulations governing such body in the state of Kansas and said laws and regulations, now in force or hereafter enacted or promulgated, are made a part of this contract by reference.

EXECUTED in duplicate the day and year first above written.

BOARD OF EDUCATION, ARKANSAS CITY, KANSAS

By.....President

.....Clerk

Party of the first part

.....

Party of the second part

All Scheduled Figures Raised $125

A salary schedule, regardless of type, must be kept in line with what other comparable schools are doing so as to be fair to teachers and meet competition when replacements are needed.

A careful study of comparable cities in Kansas revealed that many school systems were going across the board with increases of $200, $250, or $300. This fact, coupled with the revelation that recent statutes passed by the 1951 Kansas Legislature would give us more revenue, caused the Arkansas City Board of Education to raise every figure in the published salary schedules by $125, and authorize that employees receive this amount in addition to the scheduled commitments.

The Results to Teachers

Many Arkansas City teachers have now signed a contract that exceeds the one signed last year by cost-of-living increase of $141 (men) or $91.23 (women), plus a salary increment of $100, plus the across-the-board increase of $125. This means an increase of $366 for men and $316.23 for women. Those who were previously at maximums have, in the main, contracts improved over last year by $266 (men) and $216.23 (women).

Aspects of Teachers' Compensation*

*William A. Liggitt***

The payment of professional employees is a major aspect of personnel administration. State laws usually provide a general policy which school districts use in establishing rules and regulations pertaining to the payment of personnel. In recent years, the states have enacted many specific personnel regulations which limit the authority of the board; and require them to make changes in salary policies. Tenure laws, minimum salary laws, retirement and leave-of-absence regulations all combine to make the compensation of employees a complex process. Boards of education have been limited in their authority to decrease salaries or to discharge employees. Probationary and permanent tenure classifications for teachers have been authorized by state legislatures and cannot be ignored by local school districts. Salary schedules established by the state give to employees salary rights which cannot be violated. The actions of the boards to compensate personnel must be governed by all the statutes that relate to compensation. The interpretation and application of statutes lead to conflicting opinions.

In the period 1926–48, not less than 211 law cases relating to compensation were handled by the courts. More than one half of the cases were decided in the states of New York, New Jersey, Pennsylvania, California, and Louisiana. A little over half the cases have been before the courts in the last 15 years. Teachers and school boards in the above five states requested legal decisions on issues related to compensation which grew out of the administration of salary schedules, salary adjustments, dismissal, leaves of absence, and contract provisions. In these areas, causal elements appear which indicate that administrators and teachers do not agree on some legal aspect of the compensatory process. The identification of common factors in court cases which appear to be basic reasons for the appearance of the controversy serves to bring into focus what professional personnel should know about the legal aspects of compensation.

*The material in this article is based on the author's dissertation entitled: *Causes of Litigation Relating to the Compensation of Teachers in Selected States*, University of Pittsburgh, Pittsburgh, Pa., 1950 (Doctoral Dissertation).

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Salary Schedule Problems

The problem of compensating personnel is not entirely solved by the adoption of a salary schedule. Professional employees have raised questions concerning their classification on the schedule and the authority of the board to change, vary, or alter the schedule. In particular, employees have challenged the validity of separate salary classifications for junior high school teachers and evening school teachers, requiring additional academic training for salary increases, and continuing to discriminate in salary schedule between male and female teachers. After the salary schedule has been adopted, employees have claimed a vested right to their positions that could not be altered by the local board or the state legislature. The authority of the board to revise schedule conditions and make temporary reductions in salaries depends upon the terminology of the statutes.

The salary schedule will be of greater value when boards of education and their employees understand their rights and limitations under a schedule established through the authority of the state. Employees and school boards must recognize that the state legislatures have the constitutional authority to enact or change any law pertaining to salaries.[1] The bases for salary classification should be outlined more clearly and mutually acceptable to professional employees and school boards. Bases for salary classification on future schedules will have to be more directly related to the quality of teaching services performed by school personnel.[2] The value of the salary schedule as an effective instrument in personnel administration has been limited by the lack of definite bases for changing, varying, or altering the schedule. It has been limited by the lack of a definite procedure for effecting individual reductions in salary.[3] These procedures need to be considered before the adoption of a schedule. If provisions are made for a reasonable method of amending the salary schedule when the need becomes apparent, litigation in connection with schedule changes may be replaced by a co-operative planning group who would make acceptable decisions on policies.[4]

Salary Adjustments

The authority of the board to decrease or increase salaries is limited by statute. Tenure laws provide tenure in both position and salary. If tenure in salary is authorized the board cannot reduce an employee's salary without a notice and hearing. The use of a prescribed procedure becomes complicated when boards of education wish to establish hours of work or training qualifications which would result in general salary reductions. The question of a notice and hearing for salary reductions has appeared in the courts when boards of education made general salary reductions because of financial conditions,

Statutes which limit the taxing power of the school district and prescribe procedures for adoption of the budget curtail the authority of the board to increase salaries. The board of education has general control over the granting of increases. In case of emergencies, such as epidemics, flood or fire, the board has the power to pay additional compensation notwithstanding that the added expense is not provided in the budget.[5] The courts are undecided on whether a higher cost of living constitutes an emergency which may be met from school funds after the adoption of the budget.[6]

[1] *Askam* v. *Board of Education of Town of West New York, N.J.*, 180 A. 220, 115 N.J. Law 310 (1935); *Liva* v. *Board of Education of Lyndhurst Township*, 18 A. (2d) 704, 126 N.J.L. 221 (1941); *Walsh* v. *School District of Philadelphia*, 22 A. (2d) 909, 343 Pa. 178 (1941).

[2] *Brady* v. *Board of Education*, 239 N.Y.S. 642, 136 Misc. affirmed 243 N.Y.S. 806, 229 App. Div. 853 (1930); *Appeal of School District of Pittsburgh*, 48 A. (2d) 108, 159 Pa. Super. 328 reversed 52 A. (2d) 17, 356 Pa. 282 (19463; *Cleeves* v. *Board of Education of City of Los Angeles*, 70 P. (2d) 645 (1937); *Paisley* v. *Mauch Chunk Township School District*, 4 A. (2d) 193, 134 Pa. Super. 173 (1939); *Phillips* v. *Board of Education of City of New York*, 81 N.Y.S. (2d) 827 (1948).

[3] *Cottrell* v. *Board of Education of City of New York*, 42 N.Y.S. (2d) 472 (1943); *Cox* v. *Board of Education of City of New York*, 32 N.Y.S. (2d) 404, 178 Misc. 95 affirmed 32 N.Y.S. (2d) 136 (1941); *Kacsur* v. *Board of South Whittier Elementary School District*, 116 P. (2d) 593, prior opinion 109 P. (2d) 731 (1941).

[4] *Cole* v. *Board of Education of City of Trenton*, 5 A. (2d) 467 (1939); *Fee* v. *McDonald, et al.*, 25 D. and C. 305, 84 P.L.J. 94, 49 York 198 (1935).

[5] *Hayes* v. *Ridley Township School District*, 20 D. and C. 48, 24 Del. 127 (1933).

[6] *Coal Township School District* v. *Coal Township Taxpayers Association*, 59 D. and C. 665 (1947); *Redstone Township School Directors, et al.* v. *Verbanic et al.*, 44 D. and C. 347 (1942); *Robinson Township School District's Petition*, 58 D. and C. 217 (1947); *Charleroi Borough School District*, 58 D. and C. 126 (1947).

School boards and professional employees should analyze carefully the application of state tenure laws to the compensatory process. Tenure laws may provide tenure in position or salary, or both. The interrelationships are difficult to define by statute and have been finely drawn by the courts. School boards should use available legal opinions pertaining to the application of tenure laws when contemplating changes in the position or salary of a permanent employee. In the adoption of statutes granting tenure in salary, some differentiation may be made between procedure for individual reductions and general salary reductions.[7] Mandatory salary schedules, tenure laws, and statutory requirements for preparing and adopting the school budget should be re-examined and re-evaluated for the limitations which the statutes place on the power of the board to adjust the budget to local economic conditions. The board acts as an agent of the state and yet, the individual members of the board and the board as a whole must encourage the good will and respect of the community toward the public school by making what appear to be reasonable expenditures. Statutes granting tenure should give more recognition to "economic emergencies" as a proper cause for salary adjustment.[8] Dismissal procedures requiring notice and hearing are not easily applied to causes of this nature. New procedures should be established which will adequately determine the justification for salary adjustment because of economic conditions.

Salary Factors in Dismissals

The salary factor in dismissal actions has emerged from the action of the board to dismiss in accordance with board policies and to dismiss because of nonperformance by employees. The right to recover salary depends upon the legality of the dismissal and the prompt action of the employee to seek recovery.

Boards of education have the authority to adopt policies which result in closing schools because of a decrease in enrollments or an unexpected decrease in revenues.[9] Tenure rights of teachers employed in schools closed for lack of funds must be observed by the dismissal of nontenure teachers before the discharge of permanent teachers. School boards may not declare a position as in excess retroactive to the beginning of the school term. In fact, the courts recommend that school boards determine the number of teachers to be employed before contracts are issued and that boards make reasonable efforts to anticipate the available revenue.

The dismissal procedure prescribed by tenure laws must be complied with by boards but teachers may be guilty of *laches* by failing to bring charges of illegal dismissal within a reasonable length of time.[10] Specific causes of dismissal cannot be trivial or based on a technical violation of statutes.[11] Board dismissal policies must be adapted to the changes in statutes governing dismissals. Failure of employees to sign contracts or to perform assigned duties does not always constitute a proper ground for dismissal. The employee has a right to consider thoroughly the proffered contract and to refuse to perform duties for which he is not properly certified.[12]

Boards of education have been slow to adapt their dismissal and salary policies to newly adopted state tenure laws. The law has been circumvented by boards who continue to keep teachers on a temporary basis and continue to discharge employees without preferring charges. A thorough investigation of an employee's failure to sign a contract or to perform assigned duties should be made before a dismissal action is taken. The board and employees need to arrive at a common understanding with respect to what duties teachers are required to perform under their certificate and contract. Emphasis should be placed on distinctions between extra duties and regular duties. In addition to common agreement on duties to be performed under contract, the problem of comparable duties must be considered. The board and its employees should develop together a mutually accepted concept of the duties of teachers in the local district.

Contracts and Leaves of Absence

Provisional clauses in teachers' contracts which permit school boards to change the terms of the contract or to dismiss employees, have caused disagreements. The courts have sanctioned provisional clauses which permit changes in salary and termination of contracts on the basis of changes in state law,[13] availability of state aid,[14] size of enrollment,[15] and proper state certification of employees.[16] Where the state department arbitrarily refuses to renew the teacher's certificate, however, a tenure contract cannot be terminated without a notice and hearing. Tenure contracts modify the authority of the board to reassign employees to duties that are comparable or to duties for which they are properly certified.

Employees have not always understood what salaries were to be paid to them during their leave of absence. They have not understood that the board had the authority to establish salary schedules for substitute teachers who served during the leave of absence. Employees who were compelled to take a leave of absence during the school term because of physical disability are not entitled to be paid to the end of the year. Boards are required to reinstate teachers returning from leaves of absence or else follow the dismissal procedure prescribed by statute.

Professional employees need to understand that the legal right to compensation is initially established by the appointment procedure. Employees cannot be compensated for regular duties performed under contract or for extra duties performed at the request of the board unless the board has followed the official appointment procedure prescribed by statute.[17] The relation of tenure contracts to the authority of the board to reassign employees to other duties has not been clearly understood by the boards of education or their employees. The relationship depends upon the language of the statute and differs from state to state.[18] Employees on leaves of absence have incorrectly assumed that they were entitled to receive the difference between their salaries and the salaries usually paid substitutes. The ultimate purpose for granting the leave of absence is the improvement of instruction and school boards may adopt necessary rules to achieve that purpose.[19]

School boards and professional employees should adhere to the suggestions made in the *obiter dicta* of the courts. If school boards would adopt reasonable rules and regulations and if employees would avoid straining for abstract rights inferred from the statutes, litigation relating to compensation may be reduced. The best personnel relations are established by mutual agreements using the law for guiding principles rather than as a coercive force.

[7] *Appeal of Backman*, 35 D. and C. 421, 18 Leh. L.J. 184 (1939); *Bass* v. *Vernon Parish School Board*, 194 So. 74 State ex. rel. (1940); *Beatty* v. *Olyphant Borough School District*, 42 D. and C. 195 (1939); *Greenway* v. *Board of Education of City of Camden*, 29 A. (2d) 890, 129 N.J.L. 461 affirming 28 A. (2d) 99, 129 N.J.L. 46 (1942).

[8] *Keegan* v. *School Directors*, 23 Wash. 170 (1940); *Steck* v. *Board of Education of City of Camden*, 8 A. (2d) 120, 123 N.J.L. (1939).

[9] *Flechtner* v. *Board of Education of Hoboken District*, 171 A. 529, 112 N.J.L. 401 aff. 174 A. 529 (1934); *Martin* v. *Fisher*, 291 P. 276, 108 Cal. App. 34 (1930); *Streibert* v. *Board of Directors of School District of City of York*, 14 A. (2d) 303, 339 Pa. 119 (1940).

[10] *Citron* v. *O'Shea*, 277 N.Y.S. 892, 244 App. Div. 158 (1935); *Snyder* v. *School District of Washington Township*, 178 A. 312, 117 Pa. Super. 448 affirming 33 Sch. L.R. 20 (1932); *Williams* v. *Livingston Parish School Board*, 191 So. 143 (1939).

[11] *Andrews* v. *Claiborne Parish School Board*, 189 So. 355 (1939); *Horvat* v. *Jenkins Township School District*, 10 A. (2d) 390, 337 Pa. 193 (1940); *Kennington* v. *Red River Parish School Board*, 200 So. 514 (1940).

[12] *Abraham* v. *Sims*, 42 P. (2d) 1029, 2 Cal. (2d) 698 (1935); *Appeal of Ganaposki*, 2 A. (2d) 742, 332 Pa. 550, 119 A.L.R. 815 (1938); *Malone* v. *Hayden et al.*, 197 A. 344, 329 Pa. 213 (1938).

[13] *Sirotnak* v. *Throop Borough School District*, 35 Lack. Jur. 151 (1934); *Smith* v. *School District of Philadelphia*, 5 A. (2d) 535, 334 Pa. 197 (1937).

[14] *Butler* v. *Surprise*, 295 N.Y.S. 597, 251 App. Div. 770 (1937).

[15] *Giguiere* v. *Patterson*, 31 P. (2d) 804, 138 Cal. App. 167 (1934); *Neilson* v. *Lincoln Parish School Board*, 125 So. 458, 12 La. App. 179 (1929).

[16] *Matteson* v. *State Board of Education*, 136 P. (2d) 120 (1943).

[17] *Healy* v. *Coal Township School District*, 12 Northumb. L.J. 142 (1935); *McDonald* v. *Borough of Throop School District*, 32 Lack. Jur. 169 (1931).

[18] *Commonwealth ex rel. Wesenberg* v. *School District of City of Bethlehem*, 24 A. (2d) 673, 148 Pa. Super. 250 reversing 28 North. 146, 55 York 171 (1940); *Faford* v. *Board of Education of City of New Rochelle*, 71 N.Y.S. (2d) 400 (1947); *Hodge* v. *Board of Education of City of San Bernardino School District*, 70 P. (2d) 1009 (1937).

[19] *Axelrod* v. *Board of Education of City and County of San Francisco*, 99 P. (2d) 571 (1940); *Davis* v. *Board of Education of City of New York*, 79 N.Y.S. (2d) 1 (1948); *Ulmer* v. *Honesdale Union School District*, 51 D. and C. 261 (1943).

Aboard the Good Ship John W. Brown

*Frances W. Butterfield**

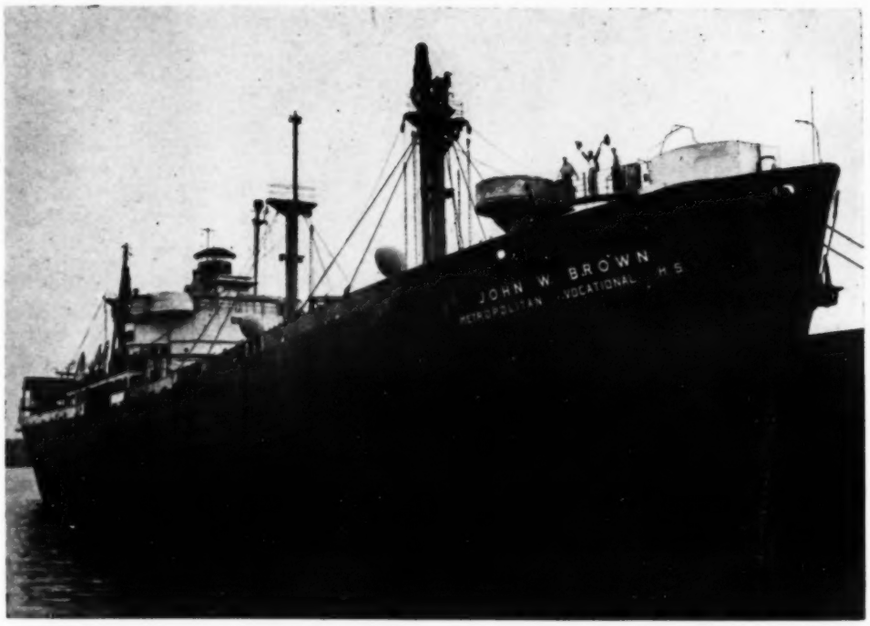
Friday the thirteenth is considered a lucky day for the Maritime students of Metropolitan Vocational High School in New York City, for it was on that day, in December, 1946, that the *S.S. John W. Brown* was officially assigned to the New York board of education by the United States Maritime Commission.

During these four years more than two thousand boys have come from the five boroughs of New York City, and elsewhere, for the maritime training offered aboard the 10,000-ton Liberty Ship, the only high school of its kind in the world and now in its third incarnation. Completed in Baltimore in 1942, the *Brown* saw extensive service during World War II, first as cargo vessel and later as troop ship.

Today 325 boys are attending classes five days a week on board their school ship, in preparation for careers at sea. Capt. Joseph Schellings, formerly with American-Hawaiian merchant ships, and now first assistant in charge of Metropolitan's maritime department, is supported by 16 staff members with impressive records of ten to fifteen years in executive or commanding positions at sea. Each of the ship's officers is licensed by the United States Coast Guard to sail as either a master or chief engineer of ocean going vessels.

Metropolitan's principal, Dr. Franklin J. Keller, sailed two tankers as purser, took three trips to sea to observe seamen at work, and inspected European nautical schools in order to familiarize himself with the details and potentialities of the Maritime Division, organized in his own school in 1937.

"Nobody cuts the ship," says Walter Toehlke, a 16-year-old fifth termer at Metropolitan. "We come here because we want to. My father and grandfather and several generations before them were seamen and I have worked on a ship for the past two summers myself. It's in my blood."



The good ship John W. Brown which serves as "school" for the maritime vocational students of the Metropolitan Vocational High School, New York City.

No Running Away to Sea

New York City boys don't have to run away to sea. At Metropolitan, New York City's first vocational high school, they may fulfill all academic requirements for a four year high school diploma, and in addition, graduate with United States Coast Guard certificates of service as ordinary seamen, wipers, assistant electricians, messmen, or second cooks for employment on merchant ships.

More specifically, the maritime course includes the usual general high school studies; related technical trade drawing, science and mathematics; and the seven specialized marine courses: Deck, Engine, Radio, Steward, Boatbuilding, Maritime Business, and Marine Electrical.

Deck instruction concentrates on marlinespike seamanship, elementary piloting, fire and boat drills, and nomenclature. Students specializing in engines investigate both steam and internal combustion types; they are given elementary machine-shop practice, marine pipe fitting, and electrical work.

The Radio-Telegraphy course covers international radio telegraph code, typing, motors, generators, batteries, receivers, transmitters, radio, office procedure, and preparation for radio telegraph commercial license.

Potential Stewards are trained in sanitation, the storage, preparation and serving of food, in the care of linen and room service, both passenger and crew. "In this group, we like to have the neatest, most courteous and personable young men available," says Captain Schellings. "After all, they will have more contact with passengers and their success will depend upon accommodating, capable, and cooperating service."

Boatbuilding and Ship Business

Boys taking the boatbuilding course anticipate employment in shipyards or fields where fine woodworking skills are essential. While at Metropolitan, they not only construct full size and model rowboats, motorboats, cabin sloops, and racing penguins, complete with painting and finishing, but learn blueprint reading, boat design, and fundamentals of engine installation. Every boatbuilding pupil takes home a model 3-foot rowboat, but the larger boats, unless made to order as part of the laboratory training, are sold at cost in order to buy more material to build more boats.

Aspiring pursers are directed toward the

*Teacher in Metropolitan Vocational School, New York 2, N. Y.

"Wheelhouse routine" is studied on the bridge.

course in Maritime Business, concerned in part with a ship's business records, with elementary bookkeeping, typing, and maritime law.

Marine Electrical Work students are taught mechanical drawing, elementary machine design, marine engineering and ship layout, electrical installation, maintenance and repair, motors, generators, signals, lighting, and similar subject matter.

A detailed recital of curriculum may sound very dull but there is nothing dull about life on the *John W. Brown*. She is in every respect a live ship, with sanitary, electrical, and other services fully maintained; her engines steamed up throughout the school week and ready to ride within a few hours' notice.

Custodial watchmen, engineers, and firemen guard ship and pier at night. Except for the disconnection of her propeller, the Brown is kept in readiness, in case she should ever be needed for a national emergency. The ship manufactures its own electricity; makes its own heat, and pumps its own water.

Students Man All Posts

Students man all posts aboard the vessel, including engine, deck, and stewards' department. Each class is held responsible for the upkeep and maintenance of certain sections of the ship. Petty officers, organized for each class and department, learn to give and take orders and are responsible for the conduct and work of the boys under their command.

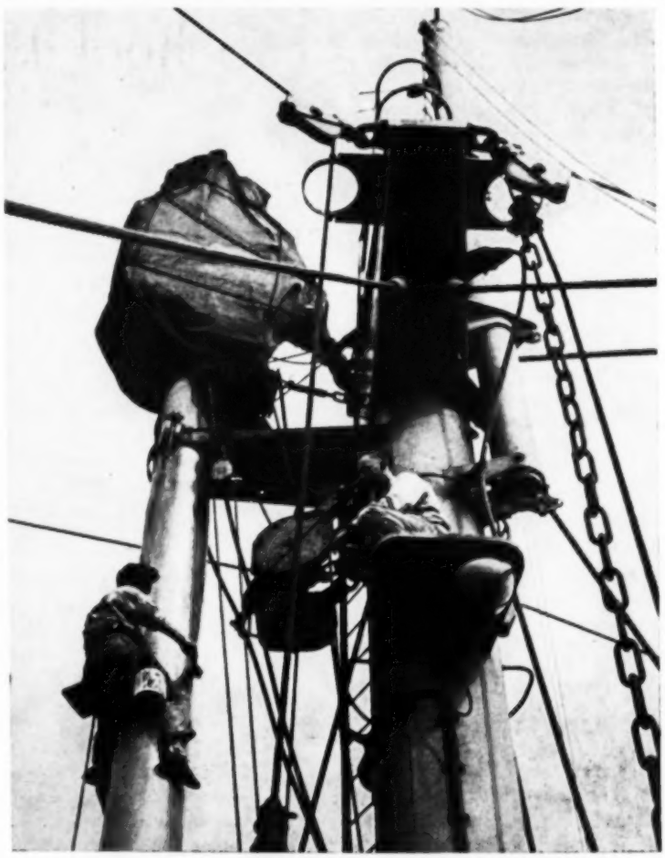
All hands are constantly drilled in the fundamental principle that the ship's safety and welfare depend on every man's loyal and efficient discharge of duty. They are also drilled in the care and use of all marine safety equipment, in fire prevention, fire fighting, and the handling of lifeboats. Unrehearsed lifeboat drills are given almost every day in warm weather and lifeboat races are occasionally staged on the East River.

The lifeboat covers were sewn by the "crew," who also splice wire and rope, paint and chip on deck, below decks, and aloft. They handle cargo booms and even learn a new vocabulary for their new environment. Floors become decks; ceilings are overhead; the kitchen is a galley. The bosun's pipe replaces the school bell, and students are "piped" to classes that may meet in former troop quarters now converted into classrooms, or they move to the equipment under construction — in the engine room, on deck, in the wheelhouse, or even aloft on the main crosstree.

Leading to Advanced Work

Metropolitan's maritime students are divided into two categories: (1) the vocational group who spend alternate weeks on the *Brown* and in the main school building (for academic work and some shops); and (2) the "technicals," who divide each day between school ship and dry land classrooms. These technical students anticipate further education at such maritime institutions as Annapolis, the New York State Maritime College at Fort Schuyler, the U. S. Merchant Marine Academy at King's Point, or the Marine State Academy at Castine.

Former Metropolitanites have done well for themselves and have proved the practicality of preparation for an industry that supports



Student painting a Jumbo Cargo Boom from a bosun's chair.

The steward's service is made practical by actual preparation and serving of food to instructors and students.

Studying the engine is facilitated by lettered parts.

one of every ten persons employed in New York City. Joseph Cannon of the class of 1940, who was torpedoed two days after Pearl Harbor and served on Liberty Ships throughout World War II, is now master of the *African Guide* off the African Coast, bringing mahogany and rubber from inland plantations. Alex Kuffman is third mate on the *Essayons*, a new dredge of the Army Corps of Engineers. Purser Alexander Waigandt received a Distinguished Service Medal from the United States Marine Commission. Signalman Third Class Harold Gerstenfeld holds a Navy Commendation for heroism aboard ship during World War II.

Maritime unions and shipping concerns assist in operation and job placement for the *Brown* and its future seamen. The Educational Advisory Commission carries such names as Frank J. Taylor, president of the American Merchant Marine Institute, who serves as chairman; Commodore John Baylis (USCG Ret.) of the Decca Navigator System; Captain Hewlett Bishop, United States Maritime Commission; Joseph Curran, president of the National Maritime Union of America; Captain Walter Prengel, port captain of the Grace Line; James Farrell, Jr., president of the Farrell Lines; and Sidney Wire, of the Standard Oil Company of New Jersey.

These officials act as advisers to the administration, give oral examinations to maritime graduates, co-operate in securing equipment, attend functions, and in many other ways supply inspiration and impetus to the vital educational program.

The ship day begins with a formal raising of the colors and ends with formations at which each student must be accounted for. Officially sponsored field trips are conducted to training academies, shipping terminals, cargo ships, tankers, fireboats, museums, libraries, and union halls. Recreation aboard the floating school includes basketball, handball, ping-pong, shuffleboard, chess, and checkers.

Some acquaintance is made with the maritime technicalities of radar, gyroscopic compasses, radio direction finders and such, but the over-all training on board the school ship *John W. Brown* not only fits students for life at sea but gives them the fundamentals for responsible and serviceable lives, wherever they may be spent.

School Board and Superintendent

How far should the school board step in school administration?

Is it a delegation named by the citizenry to watch after the business affairs of the school system?

Has it a right to clothe itself in educational garb to take over the powers usually assigned to school superintendents?

This matter was brought to a head quickly during the present year in the city schools of Johnstown, Pa.

Dr. Roy W. Wiley — veteran educator — has headed the schools for the past five years. He succeeded a superintendent, who, embittered because the school board retired him after a long illness, fought a political campaign and won himself a place on the board.

Politics has been in evidence on the Johnstown board for some time. The Wiley school board showdown on how far a school board can go into administration came to a head at a recent meeting.

The school board, without previous knowledge of Dr. Wiley, voted to transfer eight teachers to other positions. A former chairman of a political party in the city was named to a grade school principal position. The superintendent of schools, in strong protest against the board's action, immediately wrote out his resignation in longhand at the meeting and submitted it to the directors.

The board then hastily voted to rescind action to transfer the teachers. Dr. Wiley agreed to continue as superintendent. The attempted transfers immediately brought a flood of scorn heaping from citizenry upon the heads of the school board and a strong vote of support for Dr. Wiley.

A city newspaper editorial commenting upon the matter had this to say: "The assignment and transfer of teachers should be made on the basis of qualification and educational needs alone, and without personal or political favoritism.

"Only a firm insistence on this point will keep the quality of teaching staffs high. When the recommendations of a school superintendent are ignored or overridden by school boards, many of those members are totally unqualified to judge the fitness of the teacher for the place to which he or she has been assigned, the morale of the school system is certain to deteriorate."

Dr. Wiley received a commendation for his action from the Central Western Convention District of Pennsylvania State Education Association. The PSEA said the action taken by the superintendent is "proper to the profession and is a service to every school teacher and administrator."

The PSEA district said it believed "the Johnstown School Board violated an accepted responsibility of any superintendent."

The Best Districts Are—

NATURAL UNITS for Local School Control

*J. R. Shannon**

"Go back home and slop the hogs; the school board of this city will run its schools without any advice from you farmers who live outside the corporation," was the answer Farmer Franklin got from the superintendent of schools in the Indiana County seat when he called to consider a point pertaining to his two children enrolled in the high school.

Franklin, according to *Webster's New International Dictionary,* means "a freeman . . . or substantial householder." This particular Mr. Franklin was a "freeman," but was he a free man? Regardless of the answer, he proved that he was "substantial."

A Particular Problem

Legally speaking, the superintendent's unkind answer was defensible. Mr. Franklin had the same voice as any other citizen in the operation of the rural elementary schools of Center Township, but when he transferred his children into the town corporation for high school, he was at the mercy of its board, without rights of petition or redress. Even though the superintendent's brusque response was legally defensible, it was wrong ethically and tactically — and it was the tactical element which wrought ruin.

Indiana ranks at the bottom of the 48 states in respect to legal limits for bonding. An Indiana school corporation can incur indebtedness to the extent of only 2 per cent of its assessed evaluation. Two per cent was enough back in the past century, when standards for schoolhouse construction were low, when compulsory attendance stopped at 14, and when only a few select pupils went to high school. But as these factors changed with the advance of the present century, dozens of small-city or town corporations found it impossible to maintain independent corporations and build adequate school plants. Farmer Franklin knew this, and used the fact as his ace card.

For reasons which maybe can or cannot be explained, rural school corporations normally are contented with lower standards for public education than urban corporations. The unkind superintendent knew this, and accordingly opposed any suggestion for abandoning the independent school system to Center Township. For as many years back as he had records, the independent corporation had employed teachers and administrators in the highest certification brackets, and maintained a nine-months school term, had paid top salaries, and has been liberal in the purchase of equipment and supplies. Over half of the annual budget for operating the high school came from Center Township through pupil transfers, supplying ample funds for top-level-operation functioning, but the rich outlying rural area was not taxable for capital outlay. The superintendent was confident that if the urban corporation were abandoned, operating standards would be cut, even though there would be an ample tax base for the suitable modern school plant which was sorely needed. He realized that unless a joint corporation could be effected, he must choose between an archaic school plant with high standards for operation in an independent urban corporation, and a new modern plant with low standards for operation in a rural corporation. Only through a joint corporation could he get a unit with sufficient bonding base to build a suitable plant and at the same time not slip back to country school standards for teaching, supervision, length of term, and equipment.

Indiana provides legal patterns for organizing joint town and township corporations. Greencastle, Linton, Carlisle, and New Harmony, for example, have formed such successful units. On the other hand, Clay City, Ellettsville, Riley, and Ladoga are examples of towns which have been forced to give up the struggle and surrender their autonomy by being absorbed into township corporations. Jasonville, Bicknell, West Terre Haute, and Rockville are other examples of independent corporations too proud to surrender to township domination but too poor to remain autonomous.

Whatever the pattern for forming a joint corporation, a referendum is required. The surly superintendent wanted to get into the Greencastle and Linton class; he feared the Clay City and Ellettsville classification, and he dared not remain much longer in the independent category like Jasonville and Bicknell. But his arrogance and that of the townspeople had blasted all hopes for a successful referendum.

A General Problem

The foregoing bit of Indiana history is only a particular instance of a general problem, the problem of local units for school administration. The particular Mr. Franklin is typical of franklins throughout the country who are not free men in the fullest sense. Illinois and California, two states in which the hodgepodge of local units is most confusing, are making encouraging efforts to untangle the meshes of overlapping, man-made, artificially surveyed boundary lines, but reorganization in these two populous states is far from complete. Most of the other 46 states have their districting problems also.

Perhaps the most vexatious aspect of the districting dilemma is the unnatural distinction between urban and rural. Just as physical nature does not divide topography according to straight lines and right angles, so does human nature not classify people according to urban and rural. The distinction is far-fetched, arbitrary, and deucedly obnoxious.

A suburbanite away from home, when asked where he lives, answers, "Xville." Is he lying? Is he ashamed of having an R.F.D. address? Why does he say "Xville," when the correct answer is: "Just outside the corporation line of Xville"?

No, he is not lying. For all practical purposes, he lives in Xville. He gets his mail there; he goes to church there; he does his banking and marketing there; he goes there to shows and concerts; he even sends his children to school there. From the point of view of his conversation with the stranger, it is an inconsequential and arbitrary fact that he is not enumerated and assessed there for school purposes.

But from any other point of view, is it inconsequential? Not at all. Arbitrary but not inconsequential; illogical and inconsistent but not unimportant. It is provokingly important. It means either that the franklins have no voice in the operation of a school where they transfer their children, or that they erect an additional school on one side of a corporation line — often within a stone's throw of a long existing one on the other side of the line — when,

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by the very nature of things, two schools are not needed.

A Solution Suggested

Both physical nature and human nature are opposed to arbitrary distinctions between urban and rural school corporations. Therefore, the logical and natural solution is the natural unit for local school administration.

A natural unit is one decreed by the nature of a local situation. As a rule, it has an urban nucleus and extends out in all directions, including all contiguous and contingent areas, until it meets natural boundaries. One such unit extends in a given direction until it meets another such unit extending in the opposite direction. Thus, there are no in-between no man's lands.

The joint corporation, desired by the impolite and impolitic superintendent, is an approximation of a natural unit, but only an approximation. What the superintendent got, in that particular case, thanks to Farmer Franklin's understandable reaction to insult, was an enlarged corporation which was strictly rural. A state plan of natural units for local school control would have prevented Mr. Franklin's being insulted and would have prevented his retaliatory blocking of designs for a joint corporation. At the same time, it would have solved numerous similar problems throughout the state, in a statesmanlike manner.

Speaking of Substitutes

Wilson A. Britten•

Substitute teachers are often the forgotten men and women of the teaching profession. Careful and adequate plans are made for the school year and competent teachers are employed. School boards, superintendents, and principals concern themselves with their day-to-day tasks, giving the pupils in their system the best education possible within their particular circumstances. But, what happens when a regular teacher is taken sick? The answer is simple: a substitute is called. All too often this means that the class merely marks time until the regular teacher returns. This is no great handicap if the absence lasts only a day or two, but for a longer period it can have a more serious effect on the school.

Of course, if a school system is fortunate enough to have a long list of experienced and competent substitutes in all subjects, the problem is not acute. But not many school systems are so fortunate, and even those which are do not always get full benefit from the substitutes they employ. The cause can be traced to a hit-or-miss procedure in the matter.

Points to Check

Here is a check list that can be used in thinking about this problem and perhaps help your school system organize its substitute teaching policies.

1. Is the substitute list kept up to date and periodically checked to eliminate those who are no longer available?
2. Are all of your substitutes properly certified?
3. Are substitutes encouraged to visit the school from time to time or at least informed of major program changes?
4. Are substitutes called as soon as possible after the need arises, preferably the night before? Are they informed of the grade and subject they will teach?
5. Do teachers keep brief lesson-plan outlines so that a substitute can see what has been covered and what will be covered later?
6. Are new substitutes given adequate orientation? Is there a brief and up-to-date bulletin of instructions for substitutes, giving essential facts about the school?
7. Are substitutes made thoroughly familiar with fire and emergency drill regulations?
8. Are substitutes introduced to at least one or two regular teachers in near-by rooms to whom they may refer for help or to ask questions on school routine?
9. What are pupil attitudes toward substitutes? Is anything done by the school to make pupils more conscious of the need for co-operation when a substitute is called?
10. Do department heads interview the substitutes in their field before they are appointed?
11. Are substitutes required to make brief reports to the teacher on the work accomplished?
12. Are substitutes, especially those on long-term assignment, observed or evaluated in any way?

These are, of course, only a few of the questions which a consideration of the topic brings to mind, but they should aid to clarify thinking on an important phase of school administration. The administrator cannot make competent substitutes either by thought or by careful planning, but a little of both applied to existing programs will work wonders in school efficiency and morale.

•East Orange, N. J.

Teacher-Administrator Co-operation at Brentwood High School

Esther C. Emrick•

How many teachers and administrators co-operate for a better school? In 1948, at Brentwood High School, it was felt that definite channels should be contrived through which teacher ideas might be presented to the administration. The result was the Principal's Advisory Council, made up of teachers elected by the faculty, administrators, and students. This is a representative group made up of a teacher from the junior high school, one from the senior high school, the guidance counselor, the junior high and senior high activity sponsors, the assistant principal, and the principal. Student members include the presidents of the Senior Student Forum and Junior Student Forum as well as presidents of tenth, eleventh, and twelfth grades. Depending on the subject to be discussed, students may or may not be present at a meeting.

Any teacher may present an idea or question to the Advisory Council (and some will do so much more readily than to the principal himself) and be sure that it will receive consideration. Problems concerning teacher and pupil activities receive the attention of this group. The assembly programs are determined here. Teachers are shown how to become better counselors in personal problems of children and in such routine matters as schedule making. The Council has made acceptable recommendations for reallocating teachers' duties and regularly considers current problems.

As a type of democracy at work, the plan has worked so well toward close relationship and understanding between principal, teachers, and students that a Superintendent's Advisory Council has been inaugurated this year. This Council has three basic aims; namely, in-service training for teachers, a channel through which hesitant teachers may easily contact the superintendent without a personal interview, and through which the superintendent may send information to the teachers. Ultimately the idea is to produce better understanding through closer co-operation.

The two elementary schools, as well as the high school, are represented on the council of eight; each teacher representative is elected by the staff of his or her own school. The group, for example, will be responsible for the Civil Defense organization and the training to be conducted among the teachers and pupils.

Since its organization the teachers of Brentwood High School have had the supervisory benefits of periodical classroom visits on the part of the superintendent of schools and the principal. The important part of this conventional plan has been the absence of criticism and the attention to co-operative advice and help.

A third democratic plan, as yet not fully developed, is that of individual interviews between the principal and each teacher for the discussion of supervisory problems and the exchange of opinion on the growth of the school's total service.

Teachers and administrators can co-operate — and with gratifying results.

•Librarian, Brentwood High School, Pittsburgh 27, Pa.

Teaching and Public Relations in —

School Broadcasting

Miles Heberer•

There is nothing commercial broadcasting stations are more effectively able nor, generally, willing to do than saturate their communities with information about local agencies which serve the public interest. Since no community activity affects more people than the public school system, every school board ought seriously to consider using radio and television, where they are available, to inform the community about the activities of its schools.

Not to be confused with local in-school, adult education, and other academic and cultural programs which stations frequently carry for the benefit of specialized groups, informational programs are designed to reach everybody, to arouse interest in the work of the schools, and get support for their operation and services. If such programs are carefully planned and good relations are established with the broadcasters they should produce mutually beneficial contacts and understanding between the community and its schools.

The Successful Program

No one can say categorically what the formula for such a successful program is. It depends on a combination of many things, variable with each community. Even careful study, research, observation, and experiment can only indicate trends. But despite this lack of sure-fire methods there are a number of formats with records of success which are worth thinking about. They may serve as a pattern from which programs may be cut to suit the individual needs of the community.

Live programs of many kinds are available in a school system. Sports broadcasts are widely used. Concerts by the school's musical organizations; demonstrations of the school's contributions to community health and safety; forums on community problems; broadcasts of assembly talks; school news broadcasts; student interviews from the schools and many other programs can bring the schools closer to the people of the community.

There is unlimited possibility for developing original ideas or adapting familiar program types. For example, arrangements may be made for the appearance of school representatives on established programs. Nearly every station has homemaker, sports, news commentary, musical, and other programs which use guests. Through regular representation on these programs many school services and activities may be presented to widely diversified community audiences with a minimum of preparation on the part of the guest other than his own knowledge.

Give All Stations a Chance!

In the multiple-station cities consideration must be given to the fact that the same live programs cannot be presented on all of the community's stations. Yet all stations share in the taxes which help support the schools. Therefore, in the interest of good relations, it is essential to give all stations some live programs. While this problem has been overcome in various instances by rotation, mutual agreement, time availability, councils representing all stations, and other methods, absolutely fair distribution still remains a handicap to continuing campaigns.

The amount of work and time required to prepare and present live programs must not be minimized. Where staff and facilities are available this handicap may be overcome; but even under favorable conditions establishing and maintaining a regular, continuing live program may prove to be a burden to even the most willing workers. Before deciding on a schedule of live programs it will be well to face and weigh these problems of time, talent, and, where necessary, equable distribution. If they can be satisfactorily overcome the live program should certainly be used regularly.

Written Programs Are Useful

Another highly successful programming technique which may be used as a supplement, or even alternative, to the live programs is the preparation and distribution of materials written especially for radio to be broadcast by and at the discretion of station staffs. Stations like, and use, spot announcements and three- to five-minute features which can be inserted into their own programs. Sources for such material are infinitely broader than for live programs. Almost nothing goes on in the community which doesn't have some bearing on the schools. Nearly every school activity and function has a direct relation to community welfare and life. These related interests and activities are a bonanza for spot and short features from which a small staff may regularly issue a packet of radio material to all stations in the community.

One of the strongest arguments in favor of written material furnished to stations is that it can be frequently repeated. The same subject may be slanted to appeal to different audiences, or variations on a theme may be provided in sufficient quantity to allow stations to use a different announcement each time it is broadcast.

Finally, unlike live features, these materials do not require stations to set aside

Children gain as much as does the community from an "information please" period. Democracy is helped when there is no discrimination because of color or nationality.

•Director, New York State Radio Bureau, Albany 3, N. Y.

a specific segment of time, a task which isn't often simple even for the most co-operative-minded broadcaster. It pays to make the broadcaster's job as easy as possible. Given the opportunity to exercise some flexibility in scheduling, he is much more likely to use the school's materials to the best possible advantage.

Discuss Programs With Stations

A well-planned and prepared program is essential but it is nothing more than an academic exercise until it is broadcast. The first step in arranging for a broadcast plan is to discuss objectives and plans with the station management and program departments. For this purpose a public relations meeting should be arranged with the broadcasters as soon as a program plan has been evolved.

In multiple-station cities all stations, regardless of power, type, or reputation should be invited to the meeting. The problem is, of course, minimized where only one station is involved and the whole arrangement may be concluded during a personal call on the station.

Here are a few essentials which the broadcasters will expect from the schools in order that they may give the most satisfactory and successful co-operation:

Points for Co-operation

1. They will expect the schools to know what results they want from their programs. They will expect at least a tentative layout for the campaign, its length, and over-all concept of program format. There is nothing more discouraging to station co-operation than for the broadcaster to be approached by an organization representative who asks for time but doesn't know what he wants to do with it.

2. Assurance that the programs or materials will be prepared by someone experienced in broadcasting. Remember this: the more the program pleases a program director, who automatically and properly thinks in terms of pleasing his audience, the better its chances for good allocation in the station's schedule. A good program encourages interested co-operation, even promotion, by the station; just "any" program gets, perhaps, performance of civic duty but seldom anything more.

3. Stations are required by law to provide free time for programs in the public interest. Most of them take this responsibility seriously. But they receive many more requests than they can ever hope to handle and stay in business. From schools, any request for a reasonable allotment of time is likely to get the broadcaster's fullest co-operation. Exactly the amount of time which may be called reasonable may vary but with the assistance of the broadcasters a happy balance can be established to effectively serve the school's purpose.

4. In a competitive situation, the temptation may be strong to give the best material to the town's most popular station. Don't. Disregarding the fact that every station has many loyal listeners, it is unfair to ask the station with the reputation for maximum listenership to overload its air with programs which bring no revenue, and it is equally unfair to deprive smaller or less popular stations of programs which might help them attract more audience.

School radio programs always arouse community interest in the schools.

5. Production costs, other than those for regularly employed station personnel and broadcast maintenance, should be borne by the schools or through other arrangements made by the schools. In radio, such costs should be negligible at the local level. This is not true, however, in television. As the use of this medium becomes more widespread, schools must evolve some source of revenue to pay for programs. At present even simple programs on television are expensive productions. Certainly, if a television station is willing to co-operate in assisting schools, those agencies should be willing to share the cost of producing programs, or help the station devise programs which can be inexpensively produced. But in television, even an inexpensive program may cost more than you think.

6. Occasionally a public interest program attracts a sponsor. If the sponsor's business is legitimate and especially if it is a service organization such as a bank, utility, etc., there is no valid reason why schools should not allow stations to sell the program when they have the opportunity. Often such commercial sponsorship increases the audience for the program, a benefit few service programs should forego.

7. Avoid political controversy. While stations are now allowed to editorialize, they are still required to give time, when it is sought, to both sides of a controversy. It is not fair to ask a station to present only one side of an issue which may, in turn, require equal time for refutation. Controversy should always be presented in a forum or debate. It not only saves embarrassment and time for the station but, when both sides of a question are presented in one program, the audience usually increases. The opposition listens.

While other factors and refinements could be included in this list, if these suggestions are followed a program of mutual accomplishment should result.

A Part of All Public Relations

Finally, the whole program should be correlated with over-all promotion throughout the community. It is important, for instance, that the staff and students of the school system should know, and be encouraged to tell others, about the program. Local merchants and civic organizations should be encouraged to lend their support. Literature and other materials about the schools and their work should be available for distribution to inquiring citizens.

What will such a program cost? Obviously, there is no pat answer to this question. A satisfactory budget can be set up only after a careful analysis has been made of the program plans. But far outweighing the actual cost of the program are the potential and far-reaching results which it may accomplish. Its cost will be negligible if it can create greater public appreciation of schools and help improve the educational facilities of a community — commodities of which there will never be enough to go around.

Why Not Build School Plants Underground?

J. G. Coss•

Living and working underground is no new experience to the human race. With atomic bombs as an incentive to revert to subterranean living, it might be worth serious consideration to think in terms of underground school construction as a practical solution to some of our schoolhousing problems. It would be well to consider certain advantages which would result from underground structures.

In cities where property values are high, school structures usually occupy half of the school site. If the plant is underground a site of half size could still provide adequate playground.

Heating of surface school buildings is difficult and costly because so much heat is lost to the outside air. In underground structures heating would be relatively simple and cheaper. Ground temperatures remain quite constant and fluctuations at any depth are slight. Radiant heat coils could provide clean booster heat to adjust room temperatures to comfortable levels. In most cases little artificial heat would be needed.

School architects who have attempted to perfect school lighting by use of louvers, glass blocks, and screens could turn to the effective lighting research already available for department stores, windowless factories, subways, etc. If the reader is concerned with the cost of artificial lighting, he might weigh the cost of adequate and properly distributed light on the pupils' tasks as against the cost of inadequate lighting now commonly found in even the newest schools.

Structural and Maintenance Advantages

In most cases the contractor would have to excavate and remove from the site thousands of yards of earth in order to build an underground structure. This would be a costly procedure, but in the long run the cost would be saved in several ways. The outside of the structure need not be painted periodically; no new roof would be needed every ten years, all architectural bric-a-brac and gimcracks would be eliminated, and no finish plaster need be applied to the outside of the reinforced concrete walls or roof. Moistureproof concrete would add some to the expense of the structure, but to compensate for this would be the compactness of the plant. There would be no need to space rooms at considerable distance from each other because of the soundproof quality of the structure.

•Superintendent of Schools, Downey, Los Angeles County, Calif.

The matter of soundproofing is important. Heavy trucks or airplanes would not disturb pupils, nor would construction noises or classroom music carry within the structure if it is acoustically treated.

If a master plan is adopted before the first work is done, new additions could be added without greatly disturbing classes in session.

Plumbing costs would be somewhat higher than surface structures because pumps would be necessary for sewage. Other utility installations would cost no more than for surface buildings. Automatic ceiling sprinklers would eliminate fire hazards.

Proper ventilation would be necessary and would be a real boon to public schools. With dust precipitators or filters in use, better ventilation would be a practical result and highly beneficial to the health of the pupils. No one could then open windows and destroy the effectiveness of the air conditioning system.

Safety Entrances and Exits

Careful engineering would be necessary to provide adequate entrances and exits. Ramps or stairs could serve for pupils while a large service elevator would be necessary for supplies. Emergency exits could be provided for each room through the roof or by means of special tubes and hatches with built-in ladders — in effect, underground fire escapes.

Maintenance costs should be reduced somewhat because certain routine jobs such as window washing and landscaping would be eliminated. Vandalism should be effectively stopped except on playground planting and permanent play equipment. Ventilators and exit and entrance ramps could be made burglar resistant.

What effect would natural hazards such as earthquakes, heavy rains, or floods, have on such structures? Except where such a building were to be constructed along an earth fault, earthquake damage would be far less than for a superficial structure. It is obvious that a subterranean building should not be located where it is likely to be flooded. Heavy rains should not constitute a hazard if the building is moistureproof and properly constructed.

Perhaps the greatest drawback to the use of such structures for schools is the attitude of the public. Resistance to change, whether desirable or not, is hard to overcome. The fact that such structures could provide bomb shelters in time of war would hardly constitute a valid argument in the minds of most citizens.

Harold T. Porter

HAROLD T. PORTER has been appointed business manager of the New Orleans, La., parish board of education. Mr. Porter, 37, was assistant purchasing agent for the Ethyl Corporation, and will receive a salary of $8,500 per year. His office will be that of deputy superintendent of schools and he will be responsible directly to the superintendent, Lionel J. Bourgeois. The appointment is part of a complete reorganization of the top level administration of the schools.

Children Get Sunshine

Many people would be afraid that the children would not get into the sunshine and open air, forgetting that recess and lunch time activities would be carried on in the open as usual.

Too many people still associate school colors with the drab brown of yesteryear. The fact that scientific applications of color to the well-lighted underground corridors, classrooms, lunchrooms, kindergartens, and other rooms would bring a new measure of cheer and warmth might easily be overlooked.

If underground schools can offer more advantages than structures above ground, if an adequate educational program can be maintained or expanded in such schools, then it would appear that some realistic study and thought should be applied to the problem. Who knows? It might be a factor in survival.

If the institutions of democracy are to be defended, then we must use democratic processes in their defense. We must not resort to devices which represent the very denial of the principles in the name of which we take our stand. This is the only safe and sound way. The other path leads to the breakdown of democratic faith, to the tyranny of suppression, to the rise of autocratic power. — *James P. Adams.*

General View, Junior High School Building, Artesia, New Mexico — Vorhees and Standhardt, Architects, Roswell, New Mexico.

Artesia Completes Junior High School

*Tom J. Mayfield**

A new turning point in the development of the Artesia school system was reached recently, when 600 pupils were transferred from the high school building, and from barracks buildings and other temporary quarters to the beautiful new junior high school building.

Rapid increases in enrollment throughout the Artesia school district during the later years of the war, and especially during the postwar period, has caused the board of education to give much thought and planning to an extended program of building. The enrollment has increased from a total of 2369 to 2992 between May, 1947 and May, 1950. The average daily attendance has increased from 1809 to 2462 during the period from May, 1947, to November, 1950. With an already overcrowded classroom condition, the board met the housing emergency by converting disused army buildings into temporary schoolrooms.

As in other areas, the Artesia school authorities were faced with the problem of high cost of buildings and lack of evaluation for bonding purposes. This problem had to be met by planning buildings that would meet all needs of the educational program, be modern in structure, durable, and yet would not be too high in cost. Generally speaking, one-story structures built of brick veneer with insulating tile backing and concrete block partitions were chosen.

The first project was the construction of six rooms of a proposed 18-room unit school at Roselawn grade school. The building was constructed at a cost of $5.78 per square foot, and it consisted of brick veneer with insulating tile backing, concrete flooring covered with asphalt-tile, and acoustic-tile ceilings. The insulating-tile was painted six different pastel shades for the different rooms. One outstanding feature of the construction is the large expanse of windows. This feature makes a more cheery classroom, with better light. The building was completed and occupied by the pupils in January, 1950. The plans call for 12 more classrooms to be added to this

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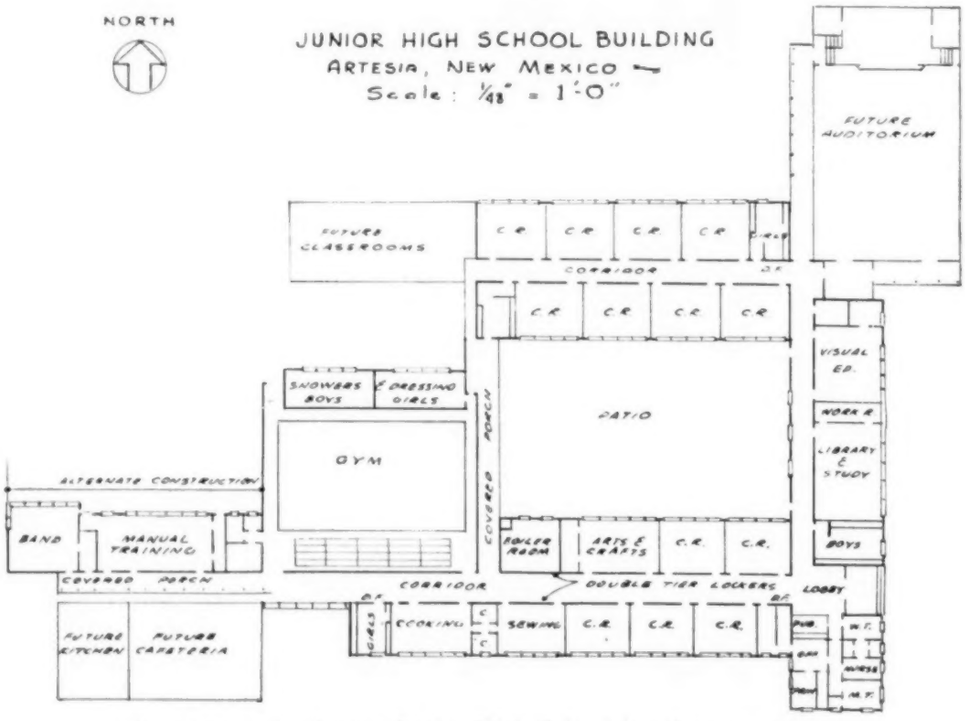


The plan of the Artesia Junior High School is a huge square with the large general rooms accessible to the public.

*Superintendent of Schools, Artesia Municipal Schools, Artesia, N. Mex.

Classroom wash basin and cupboard.

EL SEGUNDO PLANNED ITS CENTER STREET SCHOOL

*Roger B. Everly**

The distance between wanting a needed new school to getting one is a long one. And we in the El Segundo Unified School District found that the shortest distance between these two points is the straight line of community co-operation and effort.

The "wanting and needing" stage for our new Center Street Elementary School began in 1947, when the pressure of increased population had already crowded our classrooms beyond their capacity.

Signs of things to come were evident then. Although grades one through five had an excess of only eight pupils over normal working capacity, the kindergarten rooms had an excess of 40 children each. And then there were those birth rate charts, which promised continued growth in population for some years to come.

The school board's first step toward a new school was a step toward solid community relations.

A professional survey staff was engaged to make a schoolhousing survey of El Segundo. The staff, directed by Dr. Irving R. Melbo, professor of educational administration at the University of Southern California, submitted its findings to the school board in January, 1948.

The facts found by the survey showed that we needed new school facilities, as well as the modernization of existing plants.

*Superintendent of Schools, El Segundo Unified School Dist., El Segundo, Calif.

A third grade classroom during reading period. Ceiling of acoustical, fire resistant material is double-pitched and has flush lighting fixtures.

A first grade class during the activity period. Full length windows (not shown) are on south side of room.

First grade pupils in covered outdoor work area. Note work table with cupboard, wash basin at right.

Citizens' Committee Formed

With the report in our hands, the wheels of community action began to turn. A Citizens' Committee was formed to carry the appeal to the community.

The committee was composed of officers of the PTA, the school board, some teachers and school administrators, city officials, merchants, and members of clubs and organizations representing the social and business life of the community.

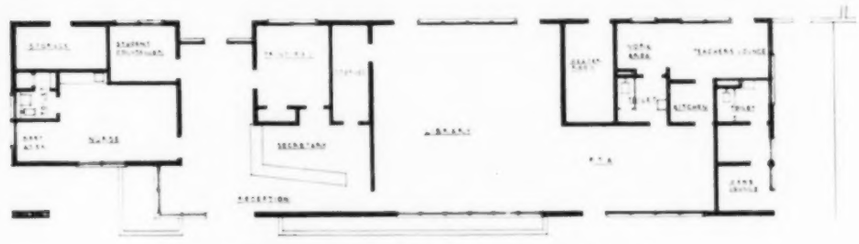
After the members were thoroughly informed on the survey findings, the Citizens' Committee opened its campaign to educate the people on the need for action. The message they carried included the following facts:

El Segundo had grown from a population of 1563 in 1920 to approximately 6500 in November, 1947. There was every reason to expect continued growth because the city is located in a rapidly expanding area of Los Angeles County. Los Angeles is north of us, Hawthorne is east, Manhattan Beach is south, and the Pacific Ocean is west.

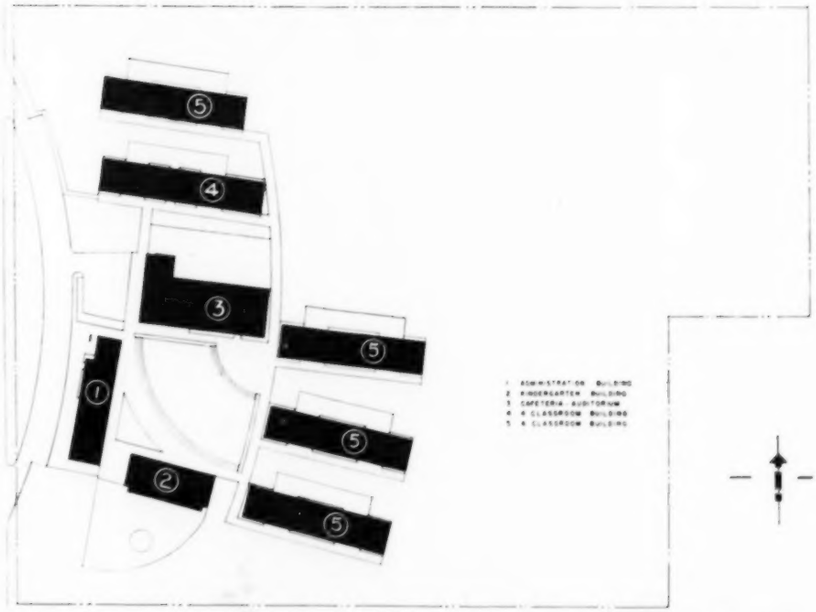
The development of the Los Angeles airport directly adjoining El Segundo, with related industries springing up, is a factor to be considered in a long range school construction program. Such development, with an attendant

A kindergarten class at lunch in the outdoor activity area.

More formal arrangement of furniture equipment is found in grades five and upward.



Administration, library, and health unit.



Site Plan. 1. Administration. 2. Kindergarten. 3. Auditorium-Cafeteria. 4. Completed Classroom Building. 5. Projected Classroom Buildings.

rise in population, is continuing. The oil industry, which was the original reason for El Segundo's development, remains an important factor but it can no longer be the only reason for the community's expansion.

School growth studies by the survey staff showed that elementary grades one through eight had increased 62 per cent in the 10 year period of 1936–37 to 1946–47. The kindergarten showed an increase of 198 per cent during that time.

Our eagerness to maintain a close exchange of information with the public can be seen in the fact we even used some of our high school students to aid in the survey. As part of the social study program, students became interviewers of family heads and collected data for the population checks. In addition to learning of the problems close at hand, they carried the message of our need into many homes.

Before leaving this subject of surveys, I would like to emphasize my confirmed belief that a survey by a competent staff is a vital foundation for a building program. It saves time, money, and unwarranted criticism.

Publicity Given Findings

Recommendations as to location of site and its size, and the facilities needed to care for expected enrollments were made by the survey staff and have been carried into effect by the District.

Following the survey, publicity was given to the findings in the local press, in meetings, and in personal contact campaigning by the Citizens' Committee.

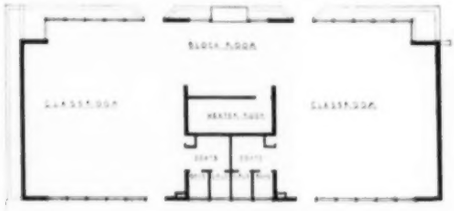
The school board then called a special election for a bond issue. The election was held in April, 1948, and the bonds won by a 15 to 1 vote. The issue was for $1,480,000, and provided funds for a new elementary school (Center Street), additions and remodeling of the existing elementary school and the high school.

Armed with such a mandate from the community, the school board, PTA, teachers, and school administrators formed groups to visit schools in California to study plans and to aid in the selection of an architect.

After visiting a number of schools, the combined opinion of the group centered on the firm of Ralph C. Flewelling & Walter L. Moody, of Los Angeles. In due time this firm was selected to design what became the Center Street Elementary School.

Community participation continued to be the chief aim of the school board and administrators during the planning stage. Under the guidance of Architects Flewelling and Moody, many local groups of teachers and parents were consulted on what they wanted in the new school. The architect served as a "clearinghouse" for ideas, and their constructive advice in interpreting the needs of the District was a service which every citizen honors.

Parents felt that individual room toilets



Kindergarten unit.

were desirable in the primary classrooms. Other features agreed upon were such things as the one-story building, the decentralized classroom unit plan, outdoor corridors throughout, radiant heating in kindergarten and first grade units.

The architects made tests before the groups to show the advantages of increased daylight through use of large window areas, double-pitched ceilings, and bilateral lighting.

A Teaching Instrument

Everything was developed around the curriculum, the architectural attitude being that the contemporary school can be designed to serve as a teaching instrument. All rooms were left clear and flexible by the use of movable cabinets. Outdoor covered work areas adjacent to each room were created to function as outdoor classrooms.

Together with the large window areas, these areas give the child a feeling of freedom and closeness to the outdoors — where he wants to be, anyway. Throughout the whole school, this same feeling of relaxed association with the outdoors has been "built in," by spreading the school buildings out horizontally.

Classroom buildings are in units of four and six classrooms. Such a horizontal, decentralized plan has given to our school a flexibility in teaching that some of our teachers have never known.

Ernest Swihart, principal at Center Street School, was previous principal at a school built on the vertical, two-story, double-loaded corridor principle. His comments on his new school indicate the progress we have made: "I have found, together with my teachers, that the indoor-outdoor type of school we have is a wonderful teaching aid. Children have less tensions, there is less noise and disturbance, and the movement from outdoors to indoors is not so disturbing either mentally or physically.

"The safety factor is much better — the school can be completely cleared in less than a minute. The decentralized plan, plus the use of steel reinforced masonry throughout the building almost eliminates the hazards of fire.

"In this school we aren't always trying to suppress the children.

"Friction caused by crowded corridors, and constant intermingling of different age groups is almost entirely avoided. Because of the horizontal arrangement, different age groups are located at various points of the campus, and play areas are adjacent to those locations.

"We definitely have less disciplinary problems at Center Street. Our teachers spend more time teaching because the children are better adjusted to their surroundings."

Group planning also resulted in designing classrooms with greater amounts of tackboard space, reflecting the increased use of activity in the curriculum. Blackboards, which used to be all around the classroom left no space for pupils to display their work. In the upper grade rooms, where more drill work is used, reversible blackboard-tackboards are installed.

The Cafeteria and Kindergarten

The cafetorium is the best example of architectural-community-faculty planning. The unit is planned for student-community use, and its planning involved conferences with

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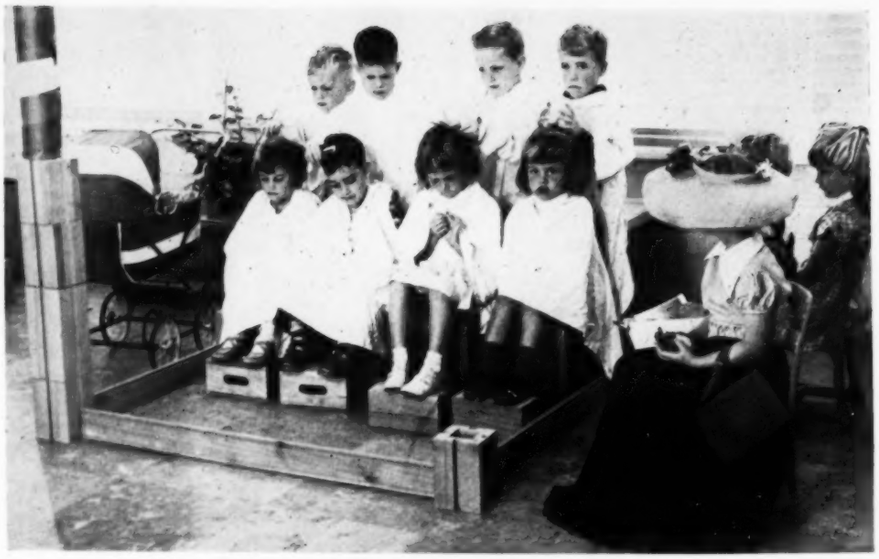
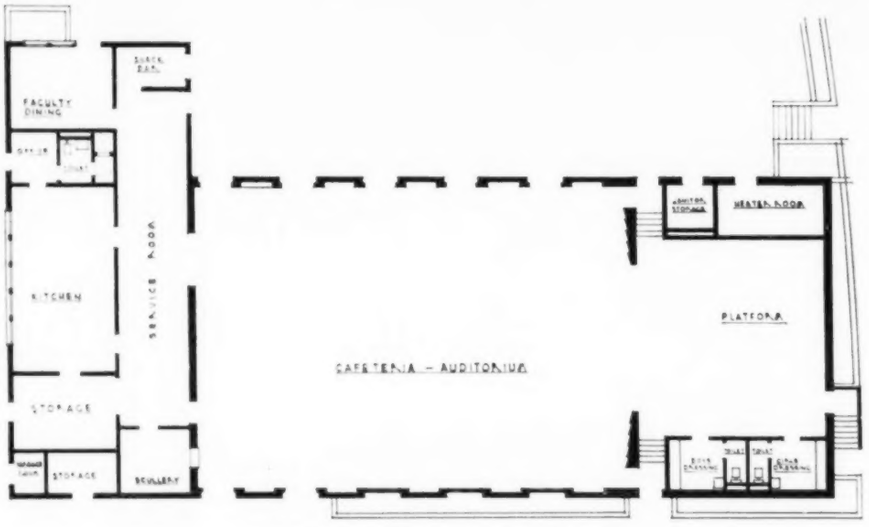
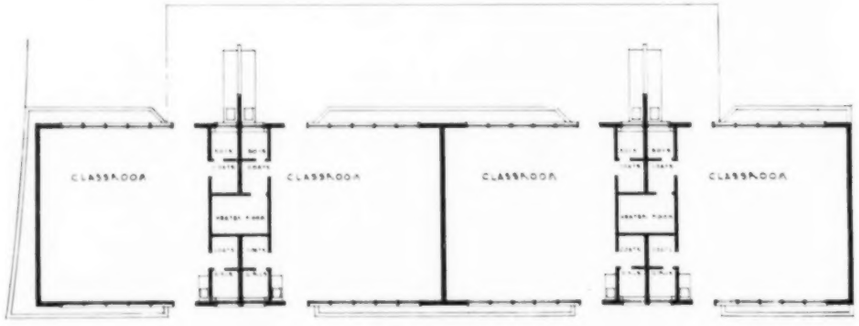


Playing barber shop in the kindergarten.



Cafeteria-Auditorium unit.



FLOOR PLAN

RALPH C. FLEWELLING & WALTER L. MOODY
ARCHITECTS

Typical classroom unit showing covered outdoor instructional area.

General View, Caddo Heights Elementary School, Shreveport, Louisiana. — Samuel G. Wiener and Associates, Architects and Engineers, Shreveport, Louisiana.

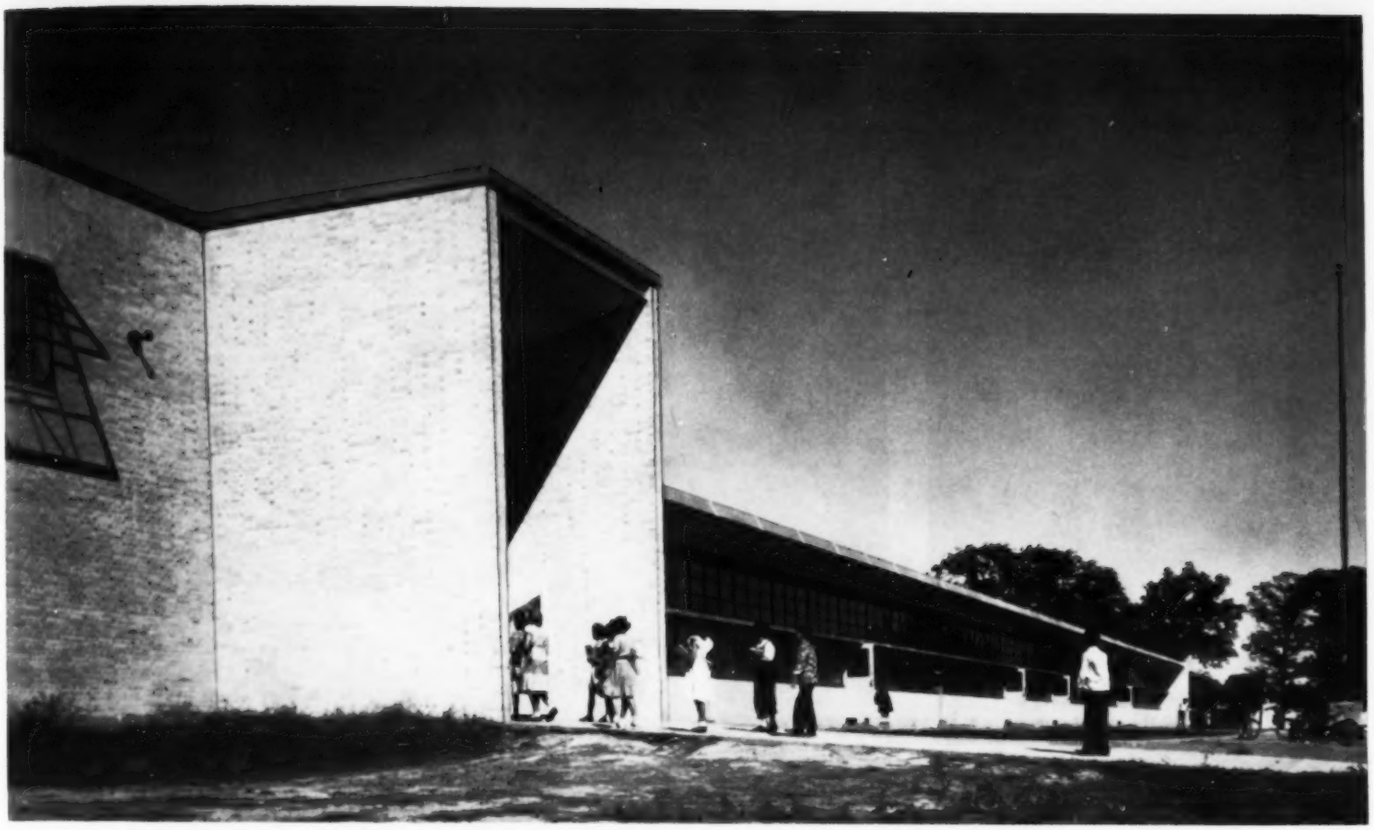
Meeting Enrollment Needs and the Educational Program

The structural frame of the classroom section is entirely steel.

Due to extensive population increase in Shreveport during World War II the school board recognized the necessity of providing additional facilities. A committee of citizens aided by officials, teachers, and architects as consultants made an extensive survey to determine the requirements. It was on recommendations contained in the report of this committee that the citizens were presented with a referendum for a six million dollar bond issue to provide new schools and improve existing facilities. The bond issue carried with an overwhelming vote in its favor.

The Caddo Heights School was the first elementary school to be financed out of the proceeds of this bond issue. The building committee had decided that this school should be erected as a model or pilot and should embody the most advanced ideas in planning, construction, light control, and community use, consistent, of course, with the teaching program and economy of size and construction.

A population check of the school area showed that 14 classrooms would be required at once. An excellent site of eight acres was purchased. Although the area to be served by the school is near the center of a large residential area, due to previous lack of adequate through streets, public transportation,



Caddo Heights Elementary School, Shreveport, Louisiana. — Samuel G. Wiener and Associates, Architects and Engineers, Shreveport, Louisiana.

commercial facilities and distance from schools, the neighborhood was not densely developed until the early postwar period.

After the construction of the school had started, a residential boom occurred in the general area, and by the time the building was finished the population of the attendance district had far surpassed the estimate made in the survey. On opening day it was found necessary to use the library for a classroom, and steps were taken immediately to provide a "temporary" frame building to house four additional classes.

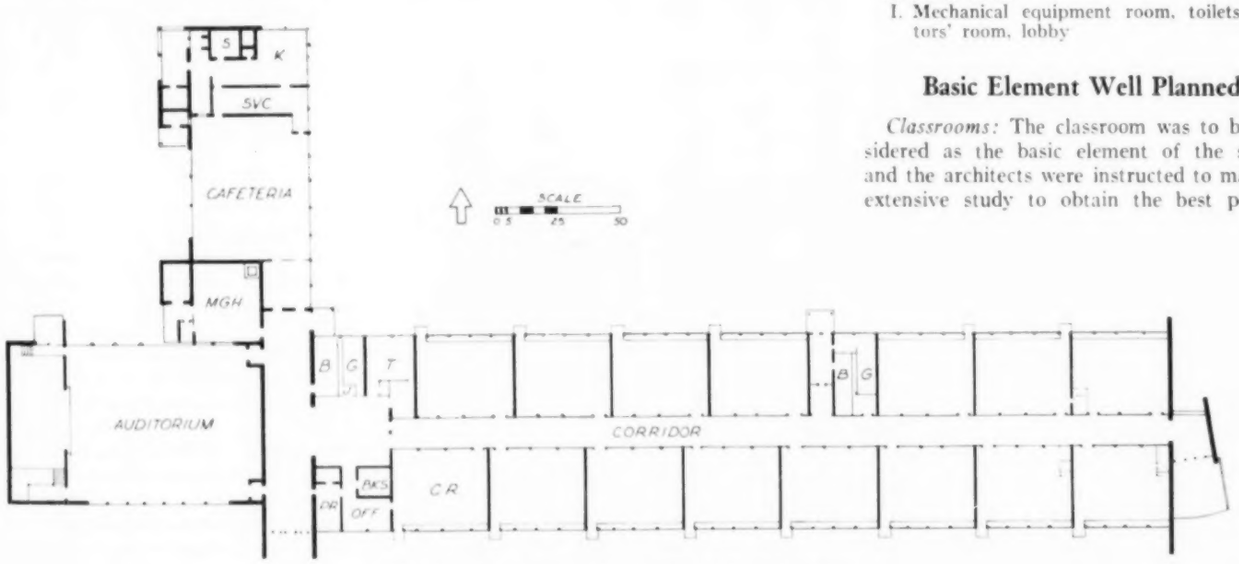
The Program. After a number of conferences between the school officials, represented by Superintendent Roscoe White and the architects a preliminary program was outlined.

This program served for the preliminary plans and may be briefly stated in the following form:

A. 14 Classrooms
B. Library
C. Cafeteria and kitchen
D. General purpose room
E. Teachers' room and toilets
F. Principal's room
G. Office
H. Book room
I. Mechanical equipment room, toilets, janitors' room, lobby

Basic Element Well Planned

Classrooms: The classroom was to be considered as the basic element of the school, and the architects were instructed to make an extensive study to obtain the best possible



The simple layout permits of enlargement.

The main entrance is impressive and friendly.

A typical classroom with movable furniture.

design from the standpoint of space, teaching facilities, comfort, natural and artificial lighting, and furniture usage.

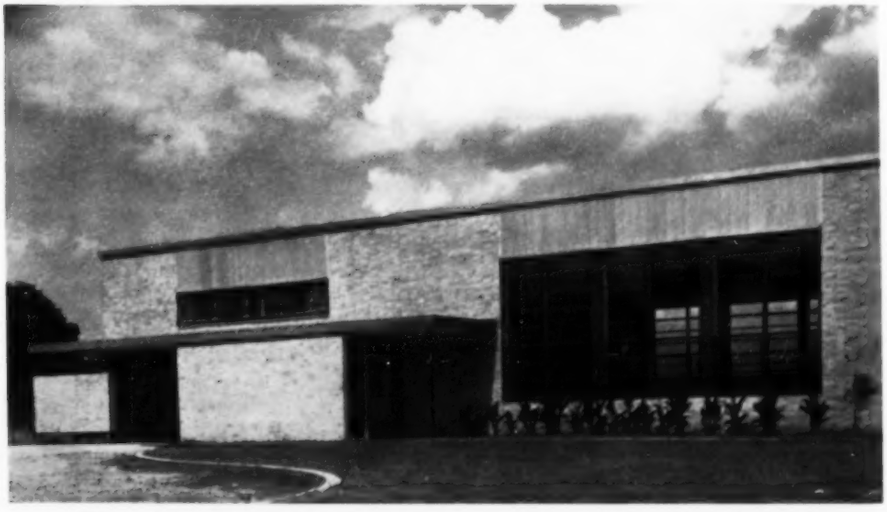
It was decided that the floor area should be approximately 1000 square feet including the provisions for lockers. Various shapes were tried and studied with relation to exterior lighting. An account of this study was given in an article by the architect in the January, 1948, SCHOOL BOARD JOURNAL, "The Changing Classroom." It was decided that the best results could be obtained, not by dividing the room into secondary elements, but by keeping the entire floor unencumbered so that various arrangements of furniture and more freedom in teaching method would be possible.

The classroom wing was oriented with the long exterior walls on the north and south so that the direct sunlight could be easily controlled. In southern Louisiana it is desirable to avoid the low angle east and west sun, and solid walls on these sides are preferable.

Equal consideration was given to through ventilation, as well as natural light from opposite sides of each room. Scale models of a typical room were made in order to study the natural illumination. A device was constructed by the architects to give a graphic demonstration of the shadow and sunlight conditions for any time of any day of the year at the local latitude.

Various elements of the windows, roof extensions, and canopies were tried in the model, and the resulting information was used as a basis for the final design. In general, the architects came to the following conclusions concerning the classroom design:

1. The desired requirements could only be obtained in a one-story building.
2. The ceiling height should be greater than the accepted standard.
3. Ventilation and natural illumination should be obtained by windows on the south and north sides of each room.
4. Windows should be of a continuous type with a minimum of obstruction between sash.
5. The structural system should be designed to facilitate future changes, and the roof construction should be independent of the partitions between classrooms.



The cafeteria has a separate entrance and a special service platform.

The Flexible Structure

From these conclusions the architects designed the structural frame based on a 9-ft. module for all columns in an east-west direction and with columns only at the outside and corridor walls.

A typical structural section was then developed which made use of bent steel beams, cut and welded so as to extend above the lowered corridor ceiling, allowing space for continuous steel sash above the corridor walls. (See section and photograph of structural steel in place.) The beams are also located at 9-ft. spacings and extend the depth of the classrooms and continue beyond the windows as supports for the canopies. This extension is greater on the south sides and is proportioned with respect to the height of the win-

rows. On the south wall of the south classrooms the roof extends 5 ft. 6 in., beyond the wall. With the aid of the secondary canopy, the windows are shaded for most of the school day at all times of the year.

These extensions are a decisive element in lowering the temperature of the rooms during the warmer months and in equalizing the effect of artificial lighting.

The overheating of classrooms due to exterior conditions is a subject that has received very little attention, although it is of prime importance in effecting comfort in Southern climates. In the Caddo Heights School the overheating from natural causes was combated by the use of the following:

1. Sun shades were planned as described above.

2. All window openings were placed on the south and north sides of each room, allowing a free movement of air.

3. Rockwool insulation was placed above the ceiling and 3-in. thick vermiculite concrete roof slabs were used.

4. Ample ventilation of the space between ceiling and roof was assured.

Each classroom is provided with a doorway on the corridor side and another in the exterior wall. This door allows direct access from the school grounds and facilitates outdoor teaching, and staggered recess periods.

Construction: The foundation is of drilled and underreamed type reinforced concrete piers. In general, the footings occur at 9-ft. centers beneath columns, and along the central floor beam. The construction of reinforced concrete was poured on removable steel pan forms. The floor construction was designed so that all floor beams were of the same depth, simplifying the form supports to a single level.

Exterior walls are of light gray manganese speckled velour surface brick laid in a bond of two stretchers alternating with single headers. The corridors, toilets, kitchen, and cafeteria walls are finished in light buff glazed structural tile.

The general purpose room, entrance lobbies, and mechanical equipment rooms are finished in face brick matching the exterior walls.

Acoustic tile is used on the ceilings of corridors, toilets, cafeteria, kitchen, and general purpose room.

Planned for Adult Use

Community Uses: It is now generally accepted that the community should get the fullest use out of its school buildings. This means that after regular class hours and during vacations the building should serve the community in many ways. Such rooms as the library, the general purpose room, and the cafeteria can become very useful in many ways. The school should be so planned that these various elements can be used singularly or together, without allowing access to the other parts of the building.

In the Caddo Heights School the community use was accomplished by locating the various elements so that each is accessible from the main entrance and access to each can be controlled as desired. This is further aided by the placement of one group of toilet rooms near the main foyer.

Architectural Style: The schools erected by Samuel Wiener and his associates are not designed in any historical style. The fine appearance is obtained by carefully proportioning of structural elements, window openings, and by the use of broad walls unbroken by recesses, projections, or ornamentation.

Every architect has the professional duty to make each new school building an improvement over his former work. He can do this best by studying in detail the educational working of the completed building so that he can incorporate improvements in his next work.

New Lighting Standards

On being asked what he would change if he were to plan another school of this type Mr. Wiener responded with the following observations:

"I believe that in recent years there has been an overemphasis on the desirability of high quantity natural and artificial lighting for classrooms often at the expense of other features effecting comfort and educational functioning. This applies especially to schools in Southern climates, and often results in overlighting and overheating.

"Since designing the Caddo Heights School we have concluded that sufficient light can better be controlled by planning the classroom as a rectangle with the *shorter* side along the corridor and the exterior wall and with the long dimension as much as 30 ft. On another school now under construction we have made use of this conclusion. In so doing we have greatly reduced the cost of the building by the lesser amount of exterior wall and corridors required.

"We recommend that new standards of artificial light be established, taking into account the amount of natural light obtained and the functions of each separate classroom. The present standards are often an additional and useless cost burden, using funds that could be better spent elsewhere."

INSULATE YOUR SCHOOL

*Erwin M. Frey**

Confronted by rising fuel bills, many school officials are turning to thermal insulation to economize heating costs. Actual experience shows that such fuel savings pay the cost of insulation within a few years.

While it is impossible to estimate the cost of an average insulation job, the three-story Roosevelt Elementary School of Mason City, Iowa, serves as an example of what can be done. This school insulated 10,000 square feet of top-floor ceiling for slightly less than $900, and since insulation the school has averaged $180 per year in fuel savings.

Insulation of an existing building is a simple and inexpensive job due to new methods developed by industry. A building is examined by an insulating engineer who checks all construction details to determine where the insulating material is to go and at what points it can be inserted. The method usually employed is to blow the insulating material through a hoze into hollow spaces between walls and above the top-floor ceilings. Compressed air forces the loose insulating material over the top-floor ceiling in an even layer 4 inches thick. In some instances, where the space between ceiling and roof is large enough to accommodate workmen, full, thick batts or blankets of insulating material backed with vapor-resistant paper are fastened between the joints.

Where walls require insulation, a small section of the exterior, such as a brick, is removed so that the hose can be inserted. All openings are carefully resealed and all traces of external work removed.

School officials who have had difficulty heating buildings on cold days, find that insulation solves this problem. For example, the second floor classrooms of the two-story Tabor, S. Dak., public school were often noted to be 10 to 15 degrees colder than those on the main floor and classes sometimes had to be dismissed. The school board investigated various solutions and discovered that it would be more economical to insulate than to increase radiation. To provide this insulation, the loose material was blown over the 2200 square feet of the school's top floor ceiling. After insulating, Superintendent E. G. Schlegelmilch said, "Temperatures upstairs and downstairs at 7 a.m. showed very little variation and if there was a difference, it was warmer on the second floor. After nine years spent in this building, this is the first winter that it has been really warm in our upstairs northwest rooms. Our school board is pleased with our coal bill saving."

National Bureau of Standards tests show that a wood-lath wall filled with insulating material will stop the passage of fire for one hour, thus tending to prevent "flash fires" which sweep through hollow walls so rapidly it is sometimes impossible to evacuate the occupants.

Schools in the warmer sections of the country report temperature reductions of 15 per cent after top floor ceilings had been insulated. This factor deserves consideration from schools conducting summer classes.

*New York, N. Y.

"All Aboard"

National Association Outlines School Board Relations to Controlled Materials Plan

*Edward M. Tuttle**

At a meeting of educational leaders, held in the United States Office of Education on June 7, the operation of schools, colleges, and libraries under the Controlled Materials Plan (CMP) beginning July 1 was thoroughly discussed. The Office of Education has been acting since November 20, 1950, as the claimant agency before the Defense Production Administration (DPA) which is charged with planning, and the National Production Authority (NPA) which is charged with operation, to assure an adequate supply of critical materials for the nation's educational institutions.

On May 24 the Defense Production Administration had issued Order No. 1 reaffirming the claimant authority of the Federal Security Agency for all hospitals, schools, and public libraries, and the FSA delegated to the U. S. Commissioner of Education claimant responsibility for all public and private elementary and secondary schools, colleges and universities, and public libraries including school libraries. This authority now has the force of law and it places education in a much sounder position with relation to governmental defense agencies than it occupied during World War II. This is an achievement for which many organizations, co-operating with the U. S. Office since late last summer, may take credit.

In issuing the call for the June 7 meeting, U. S. Commissioner of Education, Earl J. McGrath, said, "The Office of Education has been delegated very heavy responsibility under CMP. We are now able to indicate fairly clearly what the scope and extent of these responsibilities will be. I am, therefore, asking a small group of national leaders in education to convene in the Office of Education at 10:00 a.m. on June 7, 1951, in order that members of our staff may be able to present information concerning the functioning of CMP and the part which the Office of Education will play in its administration, and further to secure your advice and counsel with regard to our responsibilities under the contemplated program."

Present at the meeting, in addition to numerous members of the U. S. Office staff, were John C. Bilby, director of the Civilian Requirements Division of the DPA, and leading representatives of the following organizations: American Association of School Administrators, American Council on Education, American Library Association, American Vocational Association, Association of American Colleges, Association of Land-Grant Colleges and Universities, National Association of Educational Buyers, National Association of Secondary School Principals, National Catholic Welfare Conference, National Conference for Mobilization of Education, National Council of Chief State School Officers, and National School Boards Association (represented by the writer).

*Secretary, National School Boards Association, Chicago.

Present Situation Outlined

On July 1, 1951, all previous methods of handling the allocation of critical materials under the National Production Authority will be superseded by the Controlled Materials Plan (CMP).

School, college, library, and hospital construction is the first program outside the military to be provided with a positive allocation of steel, copper, and aluminum under the Controlled Materials Plan for the third quarter of 1951. The amounts approved for delivery during the quarter beginning July 1 are as follows:

	Hospital and Health Facility Construction	*School Construction*
Carbon steel	75,000	100,000 tons
Alloy steel	0	325 tons
Stainless steel	950,000	80,000 pounds
Copper and copper base alloy	4,600,000	600,000 pounds
Aluminum	550,000	0 pounds

In addition to these basic materials, the Defense Production Administration has made provision for delivery of equipment and supplies such as boilers, elevators, sterilizers, classroom furniture, and other necessary hospital and school equipment. It was indicated also that material on hand July 1 may be used without counting against the new allocation.

Commissioner McGrath hailed the allocation as specific evidence that the Federal Government recognizes the essentiality of education in the emergency. "In turn, educators, school board members, and trustees have a high obligation to request assistance for only the essential needs of education, and to make resources stretch as far as possible," he said. "Building programs should be re-examined. Nonessential projects should be postponed. Blueprints should be reinspected Substitute building materials should be used instead of critical materials wherever possible without sacrificing safety and soundness.

"Furthermore," said Commissioner McGrath, "everyone concerned with school and college construction will need to exercise great care in long-range planning. If these measures are taken, specific construction permits can be granted with the assurance that the necessary supplies will be made available through the Controlled Materials Plan."

Status of the U. S. Office

In his opening remarks to the June 7 meeting, Commissioner McGrath emphasized the point that the most important matter before education is to get the needed materials to do the education job. He stated that the allocation under CMP, made on the basis of estimates worked out by the Office in recent months, will constitute a bank of materials to be drawn upon by certificates of necessity (permits) issued by the U. S. Office to local authorities on the basis of applications showing demonstrated need. He said further that the U. S. Office of Education wants to save time and confusion and to make the process as simple as possible.

The Office is still handicapped by the lack of any appropriation to enable it to carry out adequately the new responsibilities which have been put upon it as the claimant agency for education under CMP. It is greatly in need of more people who have training and experience in the fields of school construction, equipment, and supplies. The Office has prepared estimates of its requirements to carry out its claimant functions, and Congress will have to consider the matter and make a supplemental appropriation.

School board leaders will recall that the first item listed in the letter addressed by the National School Boards Association to the President of the United States on March 16 referred to this matter of increased support for the U. S. Office of Education to meet the demands of the emergency. Unless such an appropriation is forthcoming in the immediate future, the whole program for the prompt and orderly processing of claims for school and college construction is in danger of breaking down under its own weight. It is entirely in order for educational authorities (boards and administrators) to bring this matter again to the attention of members of Congress.

Trying to anticipate arrangements yet to be made, Dr. McGrath indicated that the Office of Education will operate on two basic principles: (1) it will work as closely as possible with local authorities, and (2) it will make the maximum possible use of existing agencies in the field.

How CMP Will Operate

Commissioner McGrath then introduced Dr. Ralph C. M. Flynt who is in charge of the U. S. Office claimant agency functions. Other members of the staff especially concerned with school construction problems are Ray L. Hamon and Nelson E. Viles who were also present. The following outline of procedures is a summary of information derived from Dr. Flynt's talk, from the rather extended discussion which followed, and from private conversations after the meeting.

Since May 3, 1951, it has been necessary to secure a permit to undertake any school construction. This necessity will continue indefinitely. Under CMP, the U. S. Office of Education will operate in its own name in the issuance of permits.

After June 30 there will be no free market in steel, copper, and aluminum. For the third quarter of 1951, as indicated above, an allocation of 100,000 tons of steel, plus all supplies of steel on hand, has been made for school construction. The requirements for this quarter, estimated as carefully as possible by the U. S. Office in advance, were 160,000 tons. However, with careful planning it is hoped that the essential needs of education can be met, and that more exact estimates of needs for future quarters of 1951 and 1952 can be secured.

The instruments with which local school authorities will be concerned in the operation of CMP, so far as at present determined, will be the following:

1. *Regulation Number 6* (R-6) of the National Production Authority is the over-all CMP controls document for construction. This will outline what structures can be built, what prohibitions there are, and give the general rules of procedure. Education will be given a special rating symbol under CMP, but that had not been done at this writing.

2. *Form 4-C*, a general application form issued by NPA for all construction projects. For school, college, and library construction, to be processed through the U. S. Office of Education, there will be:

a) A special supplement (or addendum, as it will be called) to Form 4-C applying specifically to educational construction, and

b) A set of instructions for filling out Form 4-C and its addendum.

These documents will be available to local districts through the offices of State Departments of Education (and perhaps some other outlets yet to be determined) but, when the application has been properly filled out, it is to be sent directly to the Commissioner of Education, U. S. Office of Education, Washington 25, D. C.

Form 4-C is designed to establish three things: (1) the essential need for the construction requested, (2) the weights, qualities, and shapes of critical materials to be required, and (3) a schedule of delivery dates for these materials.

It was brought out in the discussion at the June 7 meeting that a considerable period of time often elapses between the decision by a local board that new construction is to be undertaken for a definite date ahead, and the securing of exact detailed information concerning the amounts of materials, delivery dates, estimated costs, etc. If application is postponed until complete data are available, it will be too late for inclusion in advance estimates by the U. S. Office for allocations in future quarters, and resulting delays may be serious to the district concerned.

It is considered of greatest importance that in the present situation all school boards be urged to do vigorous advance planning on essential construction projects. Education is on trial to make CMP work, and we all want to help all we can. It is most essential that school people should let the Office of Education know of shortages and impending shortages in buildings, equipment, and supplies.

It is suggested that a satisfactory method of procedure both to the local authorities and to the Office of Education would be to handle the operation of a construction project in three stages, or steps:

1. As soon as definite decision is taken to construct any school structure, secure copies of Form 4-C for Education and the accompanying set of instructions, and proceed to fill it out as far as available information will allow, but especially the first part relating to the conditions of necessity for the construction, the general nature, size, and probable cost of the structure, and the request for permission to begin work. Send this at once to the U. S. Office of Education. That will give notice to the claimant agency that this particular job is in the offing, give them opportunity to act on granting the permit, and enable them to include the job in their estimates to NPA of future needs.

2. With the permit in their possession, the local authorities will be in a stronger position to proceed with their detailed architectural plans and specifications, to call for bids, and to award the contract. During this process, as soon as the necessary data are in hand, a second filing of Form 4-C should be made giving all the information not supplied on the first filing as regards actual weights, qualities, shapes, and costs of critical materials called for in the construction, and a schedule of dates for required delivery.

3. Send a reminder to the U. S. Office of Education from 45 to 60 days before each date when materials will be needed under the permit. The reason for this is that it will be utterly impossible for the Office to keep track of successions of delivery dates on thousands of construction permits, and it seems preferable to place the burden of reminder on each local board for each successive date.

Unnecessary Pressures Will Create Delay

In the best interest of all concerned it should be pointed out that as the CMP goes into operation, through the legally constituted channel of the U. S. Office of Education as the Claimant Agency for school, college, and library construction, there is no need to bring outside pressure to bear.

A local board which files Form 4-C with the Office and then asks its Congressman to follow up or writes directly to the DPA or the NPA will only cause confusion and delay. Members of Congress and officials of defense agencies simply refer such letters to the Office of Education, and the time it takes to answer them would be better given to processing applications for permits. Obviously the Office is interested in granting every legitimate application as promptly and fully as conditions will permit because its primary concern is the advancement of education. With the machinery set up to handle applications, no further steps are necessary to insure action. The Office has no favorites among local districts, and external influence under such circumstances is uncalled for. This is a different kind of situation from that of bringing pressure for the establishment of policies or the securing of appropriations which are desired in the interest of education as a whole.

Typical Building Studies

The School Housing Section of the U. S. Office of Education has under way at present some studies which should eventually do away with much of the necessity for redesigning building plans that call for excessive amounts of critical materials. The Office is working with the American Institute of Architects, the Contractors Association, the Producers Council, and the Suppliers to make sample studies of typical school buildings of various types (elementary, secondary, rural, urban, vocational, etc.) in various parts of the country to determine the minimum essential needs for critical materials, as a basis for the making of advance estimates. When the results of these studies are available and in the hands of architects and contractors, it should be much easier to be right the first time in planning for school construction.

DANGER SIGNAL

In education, as in everything else, we cannot do today's job with yesterday's tools and be in business tomorrow.
— THOMAS D. BAILEY

Dr. Bailey, Superintendent of Public Instruction for the state of Florida, voiced the striking warning quoted above in welcoming the National Congress of Parents and Teachers to their May meeting in Miami Beach. It is a truth which cannot be emphasized too widely or too often. At a time when we are pouring unquestioned billions of dollars into preparations for national defense, there is strong temptation to cut down in every other direction. Schools are particularly vulnerable because their costs are so largely local and visible to the average citizen. Yet we are being warned repeatedly by our leaders, both civil and military, that to neglect our schools would be to give a major victory to the enemy — Communism — and would bring disaster to our cherished freedoms. Let us all, therefore, preach and teach unceasingly that public education is America's most precious heritage, and that we must keep our schools free and strong so that they in turn may keep us strong and free. — *E. M. T.*

Prohibition on Gymnasium Removed

Under an M-4 order on May 13 the construction of gymnasiums was prohibited. By an agreement reached about the time of the meeting reported in this article, the U. S. Office of Education as claimant was authorized to approve permits for all library and school construction including gymnasiums used primarily for instructional purposes in physical education and training, provided that no authorization or exception be granted for spectator seating.

Equipment and Supplies

The handling of allocations of critical materials for school equipment and supplies under CMP is not so easy as in the case of construction. DPA and NPA consider construction in a different category from the industrial manufacture of end products like heating, plumbing, and lighting installations, desks and chairs, laboratory equipment, and a host of other items. The Office of Education has less direct responsibility in this field. Instead of authorizing weights, qualities, and shapes of steel, copper, and aluminum as for construction, it is to authorize the quantity of items needed for essential equipment and supply, and the industrial divisions of NPA will have the responsibility for determining the allocation of materials for the production of these items. Or, to put it in the words of one of the Office staff, "Plans are being proposed to handle equipment by production schedules of certain classes of equipment to be initiated by the industry divisions of NPA on the basis of need estimates provided by the Office of Education."

Background Considerations

John C. Bilby, director of the Civilian Requirements Division of the DPA, was introduced to the June 7 meeting as the person in the defense planning agency who has been most understanding of the needs of education and most helpful in securing the initial allocations under CMP.

Mr. Bilby pointed out that the problem confronting the Defense Production Administration is that of bringing into balance the total supply and the total demand in our economy. This process under the existing emergency is divided into three parts:

1. Supporting the requirements of the military establishment.

2. Developing a preparedness program to strengthen various segments of the economy such as power, transportation, the petroleum industry, agricultural machinery, etc., for greater immediate production in the event of necessity.

3. Maintaining the highest possible level of production and morale in the civilian economy.

Referring to the Controlled Materials Plan as the best known procedure for making the supply of critical materials go as far as possible for the most important needs, Mr. Bilby said that the plan would have to go through a "sweating down period" for one or two quarters before it could be expected to operate smoothly. There are over 16,000 groups in the U. S. economy that consume steel, copper, and aluminum, and in each group there are numerous types of consumption. It will take at least two quarters to establish all allocations. Mr. Bilby emphasized again that school and hospital construction was the first group outside the military to be given definite allotments. He stated that the total supply of steel has already been markedly increased with still further increases in sight during the coming year. Copper production has increased somewhat though not so fast as steel, while aluminum is the tightest of all and will continue so for a year at least.

No Letup in Sight

The question was raised in the June 7 meeting as to what effect any sudden solution of the Korean situation might have on the operation of CMP and our defense plans in general. The answer was that it would have no effect. Korea is merely one phase of a total world situation that is not going to be solved on any short-term basis. The government is determined to prepare our nation against any eventuality and not to be caught unready whatever demands may be made upon it in the months and years ahead. It is inevitable that each improvement on the military or diplomatic front brings a feeling of optimism to our people and an inclination to regard further restrictions as unnecessary. And, of course, the reverse is true.

It is apparent, however, that all right-thinking citizens (and leaders in education should be the first to qualify) must assume a steadfast, determined attitude toward adjustments to a prolonged period of fluctuating tensions. We have to learn to live with a new kind of situation, doing our best to co-operate with the agencies of government charged with planning for effective defense, and at the same time to lend every effort to maintain the highest possible level of our civilian economy and morale, in which education occupies the front rank.

School Board Organizations are free to reproduce all or any part of Mr. Tuttle's report. — *Editor.*

SCHOOL AND COMMUNITY PROVIDE YOUTH OPPORTUNITIES

The emphasis on life adjustment education in the Forest Grove Union High School, Forest Grove, Ore., has provided business and industrial representatives with an opportunity to assist the school in offering a program which will prove meaningful to the student.

Principal Paul R. Menegat reports that the Forest Grove High School has shaped its policies to adjust the school to the needs of the students. The faculty has sought assistance in providing organized work experience programs as a part of the offerings of the school. The school has been offering this kind of opportunity to its students during the past six years. A diversified course in occupational and trade training is offered through the co-operation of business and industry. Students attend regular classes of required subjects for one half day and work on the job during the remainder of the day.

Many advantages have been found in the co-operative program. Workers can be trained as needed. Employers save tax dollars in offering their stores and shops as training centers so that it is unnecessary for the school to purchase expensive equipment. The students carry on the normal school program and take part in all school activities the same as other students. During the year 1950 a dinner meeting was held at the school to which the parents were invited. Each spring the club holds a banquet to which are invited employers of the students, representatives of the state department, and other guests.

Training the Certified School Building Operator

*William E. Resch**

The developing public school plants of the American communities will require, for their adequate operation and care, increasing numbers of individuals possessing a degree of specialization considerably beyond that commonly associated with this type of work.

The earliest care and operation of public school buildings, and incidentally, that which constitutes the historical background of this occupation, consisted largely of simple work. However, the evolutionary progress which manifests itself in the construction of our newest elementary and secondary public school buildings, has woven into the fabric of these structures complicated heating, air conditioning, electrical, and sanitary systems. The concept of austerity which attended the permanent equipment of the schoolhouse in its early stages, and which, for some reason continues to cling to it, has become obsolete. Today there is a very urgent need to reorient our thinking and extend the limits of our efforts, in order that new high standards may be established in the school-plant phase of the national educational enterprise.

School administrative authorities, in their writings and platform utterances have outlined the pattern of specialized requirements necessary to successful employment in school custodial work. No restatement of objectives, therefore, seems to be necessary. Rather, it is the method of instrumenting these objectives that remains the major problem to be solved. The currently popular in-service and summer institute programs are, due to the time element, limited in the scope of subject matter presentation. They must, therefore, eventually come to be regarded as expediency measures rather than the ultimate types of training for careers in this type of work.

What Should Be Taught

If school plant operators, self-sufficient and capable under the usual school situations, are to be developed, facilities which bring into play the means of exploring avenues leading to the objective, must be provided. Such facilities would provide the means of acquainting candidates with the accepted practices and terminologies of the building construction crafts. They would provide candidates with the means of acquainting themselves with the simple science involved in the combustion of fuel, the development and transfer of heat, boiler water characteristics, steam generation, and related calculations. They would provide candidates with the means of acquainting themselves with those factors of air conditioning which apply to the comfort of occupants of enclosed spaces and the mathematical calculations involved. They would provide the means of exploring electrical phenomena; the science of floor care; sanitation and its relation to building and personal hygiene. They would provide training in those qualities of personality which help maintain motives necessary to successful work in this field. They would provide training in housekeeping and cleaning procedures as well as the utilization of modern cleaning equipment; the means of scientific determination of the suitability of cleaning materials and agents. They would provide for comprehensive analyses of safety and accident prevention measures, fire prevention, classification of fires, fire retardation, and many other matters which pertain to acceptable school building operation practices.

Uncle Sam greets the graduate.
Miami, Florida Daily News

Training courses having the scope outlined will require the presentation of extensive subject matter, and would involve at a minimum, four semesters consisting of at least 60 classroom hours of work each. It should be apparent that such courses cannot be undertaken by the means currently in vogue. It is equally understandable that but few communities can present a preparatory training course of this scope as an individual community undertaking. However, this fact is no valid reason for not attempting the work. There is scarcely any considerable area which does not have access to State University Extension or Vocational Education facilities capable of offering courses of this type.

Public Interest in Training Courses

While the preparation of an individual for a career of employment in any particular occupation might be deemed the sole responsibility of the individual concerned, there is ample precedent for public interest in such preparation. Our states have long accepted the principle that the vocational schools should offer facilities for development of knowledge and skills in any occupation which is permanently needed for the social and economic welfare of the community or of an area in the state. Properly therefore, the request for an adequate school building custodial training program must originate with the school administrative officials who have the primary responsibility for plant operation.

Naturally an undertaking of this kind would require some assurance of a continuity of candidates. This assurance could readily be given through a system of scholarships granted to worthy candidates on the basis of anticipated replacements by the various boards of education operating in the area affected. The expenditure of public funds for this purpose could reasonably be considered legitimate since it would be reflected in reduced operating costs and in improved protection and care of public property.

Perhaps the greatest benefits that would accrue from such a training program would be the elimination of the uncertainties which now attend the chance employment of individuals for school custodial duties. It would establish the means of certification to the specialized proficiency of the individual prior to application and employment.

Certainly the developing school plants of our American communities deserve the type of operation and care that only properly trained operators can be expected to give them.

*Milwaukee 8, Wis.

Let's Analyze the New Buildings

*Henry E. Kentopp**

"Have you seen North Haven's unique new school building?"

"What was your impression of the Saddle Rock School at Great Neck? How does its design compare with that of Abington Township?"

Questions like the above are heard frequently among schoolmen, and are usually directed at a superintendent or principal who is planning a new school building. A study of the advantages and disadvantages found in recently designed structures reveals a rich field of ideas for any school staff and architect who are attempting to incorporate everything that is desirable in a forward-looking building.

And forward looking it must be! Most new buildings are so well constructed that they will probably be used from 150 to 200 years. You smile at this prediction? Take a look at the 150-year-old houses still standing in many sections along the eastern seacoast. They were well designed for gracious family living and featured sound construction. They survived, as will the best built and best planned schoolhouses of 1951. The old adage that 60 years constitutes the normal life of a school building seems no longer applicable. With modern materials and ideas, school buildings need no longer be discarded because poor planning and poor construction resulted in lighting defects, inflexibility, or exorbitant maintenance costs.

How Evaluate New Ideas

How, then, can we proceed to discover best ideas for a new building? Experiences may differ. In planning the Stockton School addition in East Orange, architects, board members, and staff members formed teams of ten. These groups visited many of the new structures along the Atlantic seaboard which reportedly represented the best in current schoolhouse construction. Initial expeditions bore little fruit, however, because of our overemphasis on minor details, such as light colored floor tile, dual purpose shelves, and new pastel shades. This attention to trivialities is also typical of most press releases on new school buildings. Interestingly enough, these gadgets and new materials could be used just as well in renovating classrooms built 50 years ago; sometimes they fit even better.

Fortunately, the architect, while approving of such items, exhibited little enthusiasm and was able to divert our attention to features which would help us solve such problems as the following:

Five Pertinent Questions

1. *What shape of classroom is most adaptable to improved classroom procedures?*

Consideration of this question goes far beyond the usual debate as to whether the square or rectangular classroom is more economical to build.

2. *What constitutes good daylighting of classrooms?*

Is quantity of glass the only answer? If not, what other factors must be considered?

3. *What are the "musts" in planning* for circulation, accessibility, multiple use, future additions, community use, etc.?

4. *What new materials have proved their worth?* What others deserve experimentation? How do all these aid in converting into actual practice best theories on the type of environment conducive to maximum pupil development?

5. *What equipment, if any, should be built in?* Which should be free for use anywhere, or planned for combination with other units?

With questions such as the above in mind, we revisited some buildings several times in order to see some of the questioned features operate under varying conditions. By repeated observation, study, and reports, certain tentative conclusions were reached. I wish to emphasize "tentative," because as yet there probably is no scientifically established, final answer to any of the questions raised above. Samples of the conclusions reached are as follows:

Some Observations Summarized

1. The new Allentown, Pa., schools provided evidence that soft, diffused, reflected daylight is superior for school purposes, that it is restful and conducive to sustained effort; that it can be obtained, under certain conditions, without glare or glitter, and that multilateral lighting can no longer be considered experimental.

2. The new schools of North Haven, Conn., demonstrated convincingly that design can depart from the orthodox, rectangular classrooms without involving exorbitant additional costs (if any); that an all-purpose workroom functions excellently when at maximum distance from, but in full view of, the teacher. Also, added impetus was given the theory that an equilateral shape of room is more conducive to full class participation and equal benefit for all pupils than the more common narrow, rectangular room, with some pupils far removed from the center of activity.

3. Repeated observation of some finger type schools, both in the East and the Middle West, tended to encourage the generalization that concentration of natural light toward one corner of a room reduces utilization of the opposite darker section, unless overcrowding necessitates use of the entire classroom.

4. Repeated visits to a number of the so-called pilot schools which were experimenting with improved daylighting indicate that all of them still have important problems to solve, but that the degree of success attained is very encouraging, enough so to call for increased effort toward further use and refinement.

* * *

Because of our experiences in visiting school buildings, we recommend careful previous planning of features to observe and study. Then, after concentrating on basic points, make repeated visits to the buildings which contributed most. Your second and third visits, together with intervening research, will modify your initial impressions.

On our visitations, we found all teachers and principals most co-operative, frank, and helpful. No profession in the world excels ours in demonstrating an unselfish eagerness to contribute toward the progress and betterment of future generations.

The average hood on a school bus does not permit the driver to see an obstacle in the road nearer than 20 feet. To overcome this difficulty Reid Stout, Principal of the Bedford Rural Agricultural School, Lambertville, Mich., has developed a Safety Cross Mirror for use on school buses. This mirror enables drivers to see obstacles, for example, fallen children, up to 3 feet of the bus wheel.

*Superintendent of Schools, East Orange, N. J., and Instructor in Schoolhouse Planning at Syracuse University Summer Sessions.

Visual Education in All Classrooms Spells Economy

Is a "Show" Room Advisable?

*R. L. Davidson, Ph.D.**

There is a tendency among superintendents when planning a new elementary school building to include a room for visual aids. These superintendents believe that the least expensive means for providing for the showing of films is to have a separate "show" room, but this belief is not supported by facts. In terms of dollars and cents a show room is an expensive luxury. To see that this is true, one need only to examine the facts. A show room should be about a minimum size of a normal classroom — that is about 24 ft. by 30 ft. The cost of including this extra room in a modern elementary school would be at the minimum at least eight dollars per square foot of floor space, or a total of $5,600.

Separate Room Expensive

But why does an elementary school need such a showroom? The usual answer given by the superintendent is that the providing of some means for darkening the regular classrooms is so expensive that it is practically prohibitive. Thus, the superintendent mistakenly believes that it is cheaper to have a separate room than it is to darken each classroom. The cost of providing very satisfactory means for darkening most elementary classrooms would be approximately $50 per room, with some rooms that have extensive wall space of glass brick running as much as $100. With an average cost of $50 per room, the cost for an elementary building of 20 rooms would be $1,000, which amount is less than one fifth of the cost of building a separate showroom.

There are other more important factors in deciding between a showroom and the darkening of the regular classrooms. All authorities on audio-visual instruction agree that the classroom teachers will make more effective use of the aids when they are able to use them in the classrooms than when they are required to take pupils to a special room. The moving of a class of elementary pupils from its home room causes some disturbance and does not provide the best environment for using films. Pupils and teachers too often feel that they are going to "see a show." Also, the showroom cannot be best used except by one class at a time. One teacher is often prevented from using the film strip or opaque projector because another teacher is using a motion picture in the showroom. The unwise practice of crowding two or more classes together in the showroom for a film is often a result.

Moving the Projectors

Using projected aids in the classroom does not require more projectors but does necessitate a plan for conveniently moving projectors from one room to another. A convenient and practical method of handling the heavier type of projector, is to mount the machine on a rolling table about 40 in. high. The wheels should be at least 3 in. in diameter and rubber tired. This table should have a top that is about 18 by 24 in. and a shelf underneath on which may be placed a speaker, reels, films, and other needed materials.

Though every teacher should be able to operate efficiently any projector she uses, a corps of pupil operators will do much to aid the smooth functioning of an audio-visual program. The pupil operators should move the projector and set it up when it is needed. The building co-ordinator — and every building should have one — should be responsible for the selection and training of the corps of pupil operators. Boys and girls in grade five and above make satisfactory operators.

There are other handicaps to a special showroom. One is that the seats are either too small for the larger pupils or too large for the smaller pupils. Another is that in these days of increasing enrollment, many principals who have maintained an audio-visual program centered around a show room have suddenly discovered that the room is being used for another classroom. The result is that the use of audio-visual aids is seriously interrupted or practically stopped. This generally results in an observable reduction in the efficiency of the teachers.

Many types of darkening shades and shutters have been used in classrooms, and no one type has been satisfactory under all conditions. The features of the room and the amount and type of lighting area should determine the method used for darkening.

Whatever method is used, adequate ventilation should be provided.

Teachers and administrators having some responsibility for planning modern and efficient school buildings should carefully weigh the facts before recommending that a showroom be included in the plans of a new building.

* Assistant Professor of Education, Texas Technological College, Lubbock, Tex.

DAYLIGHTING SCHOOLROOMS

Plain glass is recommended for daylighting schoolrooms by Dr. R. L. Biesele, Jr., in a recent address before the Great Lakes Regional Conference of the Illuminating Engineering Society. Dr. Biesele said:

"How then would I daylight a classroom? The answer to this is relatively simple. For a room not over 24 ft. deep and with a ceiling 10 to 12 ft. from the floor, I would use a vision wall of clear, flat glass extending from a normal sill to the ceiling the full length of the wall. The windows would be designed to admit the maximum amount of light, and to present the least interference to vision either from inside out or from outside in. I would provide enough ventilating sash for really adequate natural ventilation, and to permit cleaning from the inside. It is well to remember that glass with a patterned surface not only gets dirty too, but obscures the dirt so that transmission may be seriously impaired before cleaning is undertaken. I would provide a good Venetian blind to permit adjustment to the daylight condition existing at any time, and to permit clearing the window opening when desired. I would paint the room in light finishes falling within the recommendations of the American Standard Practice for School Lighting. I would recommend a seating arrangement which normally faced the children away from unshielded windows without at the same time interfering with the light incident on their desks, but I would leave the seats free so they could be moved about as desired.

"For a wider room, such as 30 by 30 ft., I would retain the ratio of glass area to floor area about the same by adding a clerestory window in a roof monitor, where conditions permitted. Otherwise, I would add a well-shielded, bilateral window at the top of the wall opposite the main window. The rest of the room treatment would be the same as for the narrower room.

"You will note that this has provided for almost complete freedom of design for the architect. He can design a building so that it is in the nature of a monumental institution if this is what his client demands. If on the other hand, the client desires a school more in keeping with present thinking that a school should be an extension of the home, it leaves him free to design a school plant which will fit attractively into any residential neighborhood. In neither case need the school look like a factory, and in both cases he can pro-

(Concluded on page 64)

Self-Contained Class Writes —

STORY OF OUR COMMUNITY'S INDUSTRY

*June Moyer**

In September, 1950, after school had started, we discovered that the Seventh Grade Derry Township School, Hershey, Pa., was too large to be handled in the assigned three sections. When the board of education approved the hiring of an extra teacher, Supt. Raymond H. Koch was able to realize a long-cherished dream of a self-contained classroom on the junior high school level.

An executive of the Hershey factory welcomes Mrs. Moyer's class to the plant.

Plans were made to release me from my regular teaching assignment and I was transferred to the new venture. In this classroom we planned to teach language, arts, and mathematics in the conventional manner. Geography, history, and science were to be integrated and learned by experience, beginning where the interest of the class lay.

At the end of the first marking period, the changeover was made and a selected group of 32 children entered the room where furniture had been arranged in friendly, informal circles. In answer to many questions I explained to the children the reason for the change and the tentative plan for the year.

We began immediately finding the main interest of the class. Some of the group were interested in history, some in geography, others in science, but without exception, they were all interested in our own town. And the chief interest in the town was also unanimous, its main industry, the chocolate factory.

So we planned our study. How and why was the factory started? This question brought up the founder's life and the origin and development of the factory. That was a big enough job for one committee.

We knew what products were manufactured, but what raw materials were needed? From what parts of the world do they come? How are they grown? What kind of country is it? What climate does it have? What form of government is used? What kind of people live there? These were only a few of the many questions asked. We listed the raw materials and found that we had enough work for four committees.

A few children continued to be interested in history and wanted to know the story of our town. Here was a job for a sixth committee. Now we were ready to begin.

The committees met and organized, and began to plan their work along these lines: What work was to be done, how was it to be done, who was to do it? And most important, what materials would we need and where could we get them?

We turned first to the school library and then the town library for reference books and encyclopedias. Next, we asked help from the educational department of the factory. From there we turned to newspapers, magazines, trade papers, and bulletins. In the English class we studied business letters, and many of the children wrote to U. S. Government Bureaus and educational departments of industries for pamphlets, which might give them information.

In order to get information, the history committee interviewed some of the older residents of the community, visited the local museum, the County Historical Society, and our own Derry Church and Cemetery which date back to the early 1700's. In addition, they searched local history books for facts about our community.

About twelve periods each week were devoted to the project: research, interviews, committee meetings, organizing notes, and writing reports. As the work progressed, so many fine charts, diagrams, and illustrations appeared along with a wealth of factual material, that someone suggested that all this be combined into a large book. The book could become a record of our year's work. Now each committee had an added responsibility, the preparation of a definite section of this book.

As each group completed its work, plans were made for the final reports. These were presented in different forms, as oral reports, a play, a travelogue, and a quiz program. The reports were then condensed and printed on large sheets of paper. These were assembled with our illustrative material and finally the first section of our book was completed.

Now we knew how our town had started. We knew where the raw materials came from that supply the factory. Our next step was to learn how the materials were used. This project, naturally, became a study of the manufacture of chocolate.

In a class planning period we decided to divide the manufacturing process into four parts and to add the work of the offices and laboratory as special areas of study. Again six committees were formed according to the preference of the individuals. New chairmen and secretaries were elected. In this way, new people learned to accept responsibility.

This time the bulk of our information had to be gotten by actual visits to the plant. We visited the plant manager, who made arrangements with his department heads to have our committees visit them.

A schedule of appointments was made and the committees began their visits. These men gave their time generously and carefully explained the processes to the groups, and guided them through their particular section of the plant. All the children actually saw the manufacture of chocolate.

From notes taken during the visits, reports were written to present to the class. These reports were condensed to be printed in the book along with diagrams, charts, and illustrations.

From time to time as questions arose, we found it necessary to return to the plant for answers.

When each committee had completed its work, the reports were presented to the class in sequence, starting where the raw materials enter the plant and following through to the finished chocolate bars. The office committee called attention to the clerical work necessary to operate the plant, and the laboratory committee demonstrated its work by performing experiments for us. The final step in our search for information was a complete, guided

*Seventh Grade Teacher, Hershey, Pa.

tour of the plant so each of us could see all the things we had heard reported to us.

In addition to the now completed second section of our book, we had assembled samples and displayed items. We arranged these on several tables and the bulletin board, and invited our friends from the plant to visit us and see what we had done. We all enjoyed the afternoon. Each group explained what they had done, and the factory men, our board of experts, made comments and suggestions. This visit completed our project.

We feel that we certainly had learned a lot about our town's main industry. The interest that was shown by the men who helped us was gratifying. We felt that maybe they had especially enjoyed renewing contacts with a classroom.

Our next project will probably be studies of different phases of our community life. We hope by the end of the year to have completed a book of information about our town which will help us and others who may read it to become better citizens of our town.

Lay People Help Take School Census

*Clark C. Carnal**

The Lansing Central School serves a mixed agricultural and industrial community in southern New York State. The school is located at Ludlowville, embraces a kindergarten and 12 grades, and enrolls 550 children. The scattered character of the community may be noted when it is stated that no single newspaper is read in the entire school district and the population of 3000 receives mail from seven different post offices.

In the fall of 1949 the school enrollment had grown to the point that added classrooms appeared to be necessary. A preliminary study suggested five observations all pointing to the need of an accurate school census:

1. The proposed school building program would require accurate census data for sound planning of needed additional classrooms.
2. Studies of the New York State census returns indicated that the easy methods followed in many areas of the state have resulted in serious irregularities.
3. To carry on a well-executed publicity program for our projected school bond election we needed an accurate, complete list of adults of the school district. No means of adequate publicity coverage, except releases or bulletins mailed to the residents, seemed possible.
4. Carefully chosen lay people should know their neighborhoods better than any professional person could possibly know in 15 or 20 neighborhoods. As a civic service local lay people should be easily motivated to take a census with maximum completeness.

The Plan Adopted

The Lansing Central School District divides quite naturally into 17 neighborhood areas. An adult was selected from each of these to take a census of his neighbors. People were chosen whom we believed to be co-operative and capable and who were known to be thoroughly respected. These 17 men and women were called together, the project was explained, and directions were given for carrying on the work. All 17 agreed to collect the following data:

1. Names of all children from birth to 18 years of age.
2. Names of all persons over 18 years of age.
3. Names of adults who spend a majority of the working day in one or another of the following occupations: homemaking, industry, farming, professions, office work, self-employed, retired, miscellaneous, service, college students.
4. The post-office addresses of all children and adults listed.

The census was taken by the committee members within a very brief period in the late winter of 1950. The data brought in was used for preparing five areas of information:

Information Obtained

1. A family card file was prepared on cards measuring 4 by 6 inches and punched to be used in a standard sorting machine. The cards included information about (1) the full name, age, and occupation of the adults, (2) the names and ages of the children. The cards were arranged alphabetically by the names of heads of families, and the perforations were further punched to indicate the names of the villages and post offices in which the respective families lived. The card held further perforations along the bottom for added information; e.g., to indicate the participation of families in such educational enterprises, as adult education, etc.
2. A standard census card was established for each child from birth to 18 years of age. All children reported for the first time were brought to the attention of the attendance officer, who subsequently called on the family and obtained a proof of age in each case.
3. An analysis of the adult occupations, of the persons reporting was prepared. The analysis proved that 14 per cent of the workers are engaged in industrial occupations, 12 per cent in farming, 12 per cent in sales service, 38 per cent in homemaking, etc.
4. A district map was prepared. This map 5 feet square, was placed in a glass case in the lobby of the school building. The geographical location of each family was plotted by means of a pin — a red pin represented a family who had children attending the school, a blue pin represented other families.

Also, each pin was assigned a serial number which referred to the name of the head of the family. An alphabetical list of heads of families followed by the respective numbers was placed on the side of the map, also each family card referred to above carried this number.

5. Finally, an addressing machine was purchased and stencils were cut for each family head. The machine has since been of service for other school uses.

Un-American Activity
— Chicago Times

Cost and Outcomes of Census

The initial work, completed in March, 1950, cost approximately $100. In August of the same year the official census was taken and the findings were slightly revised. The official census cost was $60.

The results of the enterprise may be summarized as follows:

1. The data yielded the names of 103 children whose names did not appear on the previous census. Thirty-three were born in the intervening period, but 70 had been missed by the normal census-taking procedure.
2. The publicity program made possible by this project was followed by the approval by the voters of a $615,000 bond issue for a new building.
3. The list is used to carry on publicity for adult education and other phases of the school program.
4. Teachers and community organizations, such as the Community Chest, find the map and family cards useful.
5. The map serves as a school-bus transportation planning map.
6. Occupational data has been useful in curriculum planning. An industrial-arts department was established after it was learned that about one fourth of the adult population are engaged in industrial and related occupations.

The board of education and the school staff are more than satisfied with the results obtained. The data has been used and is being used in a very successful public relations program.

Democracy is the belief that there is no panacea, no immediate solution, no systematic solution, no organization, no codification that will settle everything. Democracy is the belief that we have to keep on trying indefinitely.

— C. G. Paulding.

*Supervising Principal of the Lansing Central School, Ludlowville, N. Y.

THE AMERICAN
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William C. Bruce, *Editor*

EXPERTS in PUBLIC SERVICE

A Guest Editorial by Edward A. Fitzpatrick

There is plenty of evidence all around us that we do not understand the function of the expert in a democracy. This is particularly true as men presumably expert are appointed to public office. What status should the judgment or opinion of experts have in public life?

The Problem of the Nonexpert

Let us remove first the problem of the untrained, uninformed, or stupid person elected or appointed to a position of authority. There is a too ready assumption made by the public as well as public officers that election by the "peepul" or appointment by a board immediately confers on such a person all the knowledge, skill, and insight necessary for the job, and to issue authoritative pronunciamentos from the "chair." This is true of superintendents of schools, of heads of religious communities, and notoriously of the military forces. The absurdity of such a practice has but to be described to be perceived — but there is no immediate likelihood that it will be discontinued in the foreseeable future.

What Is an Expert?

Now let us take the case of the "expert." Let us exclude the pseudoexpert, the "magnavox," the owl who just looks wise, and the other members of this species. By the expert we mean the person acquainted by special training and experience with a specific field — too often not very broad — who knows the methods of research of the field, its history, and is acquainted with its application. He has done some work following carefully tested techniques which his fellow workers in the field have been able to verify or accept as probable. The area of expertness is in the field of knowledge. In the field of human relations there may be some skill in handling people, but it is likely to be the result of trial-and-error or intuitive rather than, in any genuine sense, scientific. This is particularly true in the field of school administration.

Limited Character of Expertness

It should be noted that expertness is often very limited in character, and in the field of school administration the varieties of knowledges and skills called into play are numerous. One danger is that the administrator may be deluded into believing that his opinions in the field of his nonexpertness should have the same acceptance as they do in the field of his expertness. Another danger is that his presumed expertness in knowledge is one thing but its application to a particular situation may be an entirely different problem.

The Board of Education and the Superintendent

Now let us take the practical problem of the school administrator and his board of education. First, the very implications of its organizational setup. Final decision legally and practically rests with the board as to policy. No matter how expert the superintendent thinks he is or what authority he thinks he has, the final decision on all questions of authority rests with the board. The obligation of the expert is in every case to convince the layman on the board, and the people he represents, as to the wisdom of a proposed policy. Until he has done this, he has no right to act on policies; when policies are once determined he is expected to implement them.

What a Real Expert Does in Preparation

Let us look at the problem from the standpoint of the expert. If he is a genuine expert he will take care to collect all the information available, he will test it for consistency and for suggestiveness. He will formulate his proposals of policy on the basis of his facts and in the light of experience. His colleagues will also review them as "advocatus diaboli." He and they should be able to see more objections and loopholes than any school board member could find or "conjure up." The true expert will realize that rarely is any problem an "open or shut" matter in the world of human nature with its individual difference in a world of amazing diversity of conditions. He will know, too, to what extent a given policy proposal is a calculated risk, and he will know the conditions.

Helping a Board to Understand

This is the preparation which the expert will give to his problems. That at times superintendents will bluff, will lobby with a few members in advance, have teachers or parents see board members on a personal basis, need not detain us, but to note the fact and to condemn it. When a superintendent goes before a board after such preparation, putting his cards on the table, he must not assume that the board will act as the superintendent recommends. He has now to *translate* his pedagogical and scientific lingo into terms which the board and the people can understand. He must translate his ideas into terms of Schools No. 1, No. 2, and all the others. He must frankly face the quality of his teachers and his supervisors. He must place the proposal in its budget setting. He must patiently meet the misunderstandings or mistakes of the parents or board members.

The Supports of an Expert's Proposals

Proposals have not behind them the authority of the superintendent. They have behind them only the factual information, the order of thinking, the insight, and the practical sense that went into them. That is what will make them expert, and all his Carnegie personality, his membership in the Rotary Club, his authoritative blah-blah, his appointment, his degrees — all count for nothing. To repeat, his proposals have supporting them only their intellectual worth and practical wisdom which is broader and more secure than mere personal expertness.

No Need for Unanimous Votes

There is a false assumption that all proposals to a city school board or a state board of education should be carried by unanimous votes. As the secretary of the Wisconsin State Board of Education I worked up educational proposals when I felt there was an educational need, and often presented them when I knew some members of the board would very likely vote in the negative. If such a policy is not adopted we get opportunistic administration and the administrator trailing far behind his board and his people. The responsibility is on the superintendent for leadership.

Experts in Other Fields

I do not want to close without illustrating from other fields a sound theory of the use of experts. I walked into the Philadelphia City Hall one day when there was a hearing on the rates charged by the Philadelphia Electric Company. The discussion was on the cost of certain street lamps. A distinguished professor from the Massachusetts Institute of Technology, qualified as an expert, and asserted "as an expert and from my long experience in the field, etc., and taking into account many items which my expert knowledge shows me must be included," the lamps were worth a definite amount, let us say $25. He was testifying for the Public Utility. But a distinguished lawyer from the University

of Pennsylvania Law School objected and asked how could that be: Here are the very bills in payment of these posts and they are for $12.50 each. That is one kind of expert we should keep out of school administration.

Another expert is described in Harrington Emerson's "Twelve Principles of Efficiency." A railroad was having difficulty with its boilers because of the water that was used. A chemist was engaged. He tested the water in all the places, located the watering place of the highest deposit content, proposed a plan for a new building, etc. When one of the maintenance of road foreman heard about the report, he pointed out that only one per cent of the engines took water at that place. While the chemist was right as to the chemical composition of the water, he was woefully wrong in his recommendation in the field where he was taken as an expert and — was not.

The Only Secure Basis for Policy

School superintendents and cities are as susceptible to fads, slogans, fashions, in education as human beings are in other areas. So-called expert opinions are often rationalizations of prevailing slogans. There is particular danger in education, and what is called "expertness" is the cloak for deception and for promotion to a larger superintendency.

The only secure basis for any new school policy is the facts, experiences, insights, formulated and stated, which are presented in support of a proposal — and the final judge is not — and should never be — the expert but the layman guided by common sense, a willingness to suspend judgment until all the information is in, a curiosity in discovering the real reasons, and an objective judgment based on his best light.

Positiveness As Related to Ignorance

A final point is a point of human psychology. A person appointed to a position of responsibility and authority is almost certain to be more *positive* in his opinions and acts in direct proportion to his ignorance or lack of knowledge. He is constantly engaged in protecting his ego and himself. Consequently his "orders" are all very positive and very brief — brief because no reasons are given. He is quick to charge insubordination, and any opposition is taboo. He is not receptive of ideas, nor willing to hear a frank discussion. He is always willing to have members of the staff accept responsibility for reports, but if they are readily accepted they become "my" policies. There is in short, a real danger that the title of "expert" is likely to be assumed most blatantly by the least qualified as a defense mechanism, and the real expert is likely to be marked by humility, strength, and freedom.

The EDGAR COUNTY School Board Association

*Cecil E. Smith**

"Edgar County wants the best schools."

This slogan was the guiding principle used by the County Survey Committee and the school boards of Edgar County, Ill., four years ago when, under the state school district reorganization act, a study was made of the existing school districts and of the possible consolidation of the schools. At the time the county which is a prosperous farming area bordering on the Indiana state line, had 125 one-room elementary school districts, six city elementary districts, seven high school districts, a special charter unit district, and a nonhigh school district, all under the direction of a total board membership of 459.

The consolidation which took place in 1949 was planned to take the best possible advantage of the natural communities, of the existing high school plants, and of roads. Attention was given to equalizing underlying tax problems, to set up advantageous enrollment units, and in other ways to improve educational opportunities for all the children. The new setup of districts includes four community unit school districts, the Paris (city) Special Unit District, the Scottland Community Consolidated Grade School and High School District, a nonoperating grade school district, and one small nonhigh school district. Since consolidation the schools are operated by 54 board members, and all but the two small districts have the benefit of professional supervision. The accompanying maps make clear the simplification.

School Board Co-operation

The responsibility for the task of consolidating the school districts and the long campaign for a favorable vote by the people of the county, was carried by the boards of education. It was a case of close co-operation and professional leadership. After the formation of the districts and the hiring of the superintendents this co-operation continued. The superintendents met regularly to study county-wide school problems with the county superintendent. They felt that if a county pattern of action could be established, the public would more readily accept the new units. During 1949 the superintendents invited the newly organized school boards to their separate schools for a discussion of common problems. These meetings led to the suggestion of a county school board association. Early in 1950, an organization committee was appointed by the county superintendent to outline a plan and to select a slate of officers for a possible association.

On March 9, 1950, the school boards of the county met by invitation of the county superintendent at the Hume School. A chicken dinner was served by the Hot Lunch Department of the Hume School. Following this, Samuel Arbuckle, the county superintendent of schools, discussed the need for a formal organization of the Edgar County School Boards. Terrence Porter, of Unit School District No. 2, presented a slate of candidates which his organizing committee of board members had worked out. As a result of the election, William Malone, of Unit School District No. 5, Chrisman, was chosen president; Charles F. Schneider of Unit 4, Paris Rural District, was elected vice-president; and Max Randall, Scottland Grade District No. 23, secretary. The balance of the afternoon, under the chairmanship of Supt. Charles Newman, of Unit District No. 2, was devoted to a discussion of teachers' salary schedules. The discussion proved most effective: three of the four unit districts now have salary schedules and the fourth uses one as a guide, but has not yet formally adopted it.

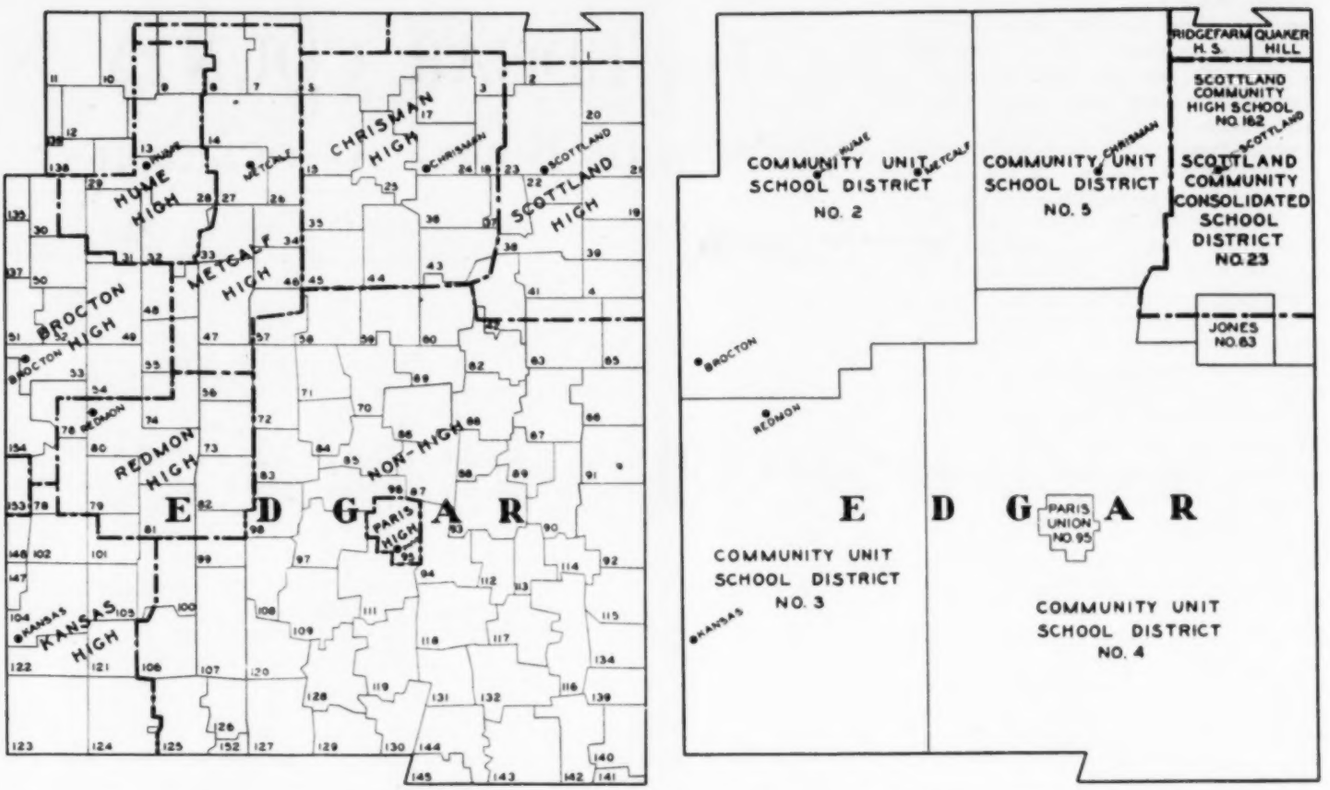
Discuss Administrative and Educational Problems

The county road system and its effect on transportation was the topic of discussion at the second meeting of the Association, held in April, 1950, at the Scottland School Building, with Districts 23 and 162 as hosts. The Hot Lunch Unit served a fish dinner. The road commissioners of the county and the county highway superintendent were guest speakers. A lack of funds was given as the main difficulty in keeping roads and bridges in good repair.

At the next meeting, held June 26, 1950, at the Hotel France in Paris, Supt. Eldred Walton, of Unit No. 3, Kansas, Ill., described the need of a county school film library as the efficient means of making a program of audio-visual aids available. In the course of the business meeting it was decided to hold an all-day janitors' school July 18, at Brocton. The superintendents and board members would be asked to attend with the janitors who were to receive a fine dinner as well.

On August 7, 1950, the Association enjoyed a fried chicken dinner at the Brocton High School, and listened to a talk on costs and teaching values of a county film and slide library. It was agreed that each board discuss

*Superintendent of Chrisman Community Unit School District No. 5, Chrisman, Ill.



The before and after maps indicate more clearly than words the changes effected through the school district consolidation in Edgar County, Illinois.

the matter in regular session and report its acceptance or rejection of a plan to the Association.

On September 1, 1950, the Association met in the gymnasium of the Chrisman High School where a dinner was served by the Hot Lunch Staff to nearly 100 board members, administrators, and school bus drivers. The business meeting was held in the auditorium, with President Charles Malone in charge. Editor Kent of the Chrisman Courier was a guest. The speaker of the day, C. B. Mutch, of the state superintendent's office, outlined sound policies for pupil transportation. There was a lively discussion of practical bus problems.

Beginning Long Term Program

On October 16, 1950, the Association met in the Mayo School in Paris. A cafeteria meal was served to the board members, administrators, and school lunch cooks of the county. Ora Wilson, superintendent of the Public Welfare Department of Edgar County, spoke on the utilization of surplus foods in school lunches. County Supt. Arbuckle introduced Isabelle Scott and Stelle Graff, of the state superintendent's office who made informational talks on the state plan of hot lunches.

On December 4, 1950, the Association met at Redmon. After the dinner President Malone called upon the Unit Superintendents Cecil E. Smith, Chrisman; O. R. Eaton, of the Paris Rural District; and Eldred Walton, of Kansas, for reports on the curriculum workshop held by the teachers of the county at Pere Marquette State Park. The talks were well received. Plans were discussed concerning getting an outstanding speaker for an early meeting of the Association.

It was decided that the terms of the officers of the Association should extend from July 1 to June 30. It was agreed that Herman Spencer, principal of the Scottland High School, be asked to discuss the various instruments helpful in testing bus drivers and that he outline some of the topics to be taught the drivers at the Driver Training School.

The school board members and superintendents of Edgar County feel that their Association is a useful long-term means for the in-service training of its members and the betterment of the schools. They hope to continue to discuss the practical business problems of the schools as well as needed improvements in the educational program.

TEACHER'S DUTIES OUTSIDE CLASSROOMS

The New York City board of education in order to bring to an end the opposition of teachers to carrying on various types of service outside of the regular classroom instruction, has adopted four regulations, outlining the general work which teachers will be required to carry.

Since May, 1950, the high school teachers have refused to do any nonteaching work because they felt aggrieved at the failure of the board of education to vote them acceptable higher salaries. The new rules are intended to end the controversy.

In brief, the new regulations require: (1) that each teacher give service outside of regular classroom instruction in the performance of functions essential to the duties of teaching; (2) that teachers participate in various programs according to their interests and capabilities for reasonable periods of time; (3) that the principals make these activity assignments on an equitable basis; (4) that records be kept of this extracurricular work of the teachers.

The regulations require principals to see that the activities during the late afternoon and possibly on Saturday, are carried out during reasonable amounts of time beyond the specified hours of classroom instruction.

A suit by the New York Teachers' Guild to restrain the board from enforcing its order, has been brought before the Supreme Court of Brooklyn (county). At the present writing, the court has withheld its decision, asking that the teachers and the board solve their difficulties.

PASADENA VOTES INCREASE

The Pasadena, Calif., voters have approved a one-year increase of 32 cents in the elementary school tax rate, which had been recommended by civic bodies and other friends of public education. The successful outcome of the school tax proposal was gratifying, since the district needs the operational revenue. Teachers and other school employees will now receive their promised pay increases, thwarted by last year's rejection of the tax increase.

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Democracy of Opportunity and Responsibility in a War Emergency

(Continued from page 12)

Many young men from 18 to 21 years old feel injustice in a society which designates them for major sacrifice and service to the country, but not for exercising the franchise and thereby helping decide the kind of country they shall defend or whether war is the best way to defend it. For them to be made pawns or tools which can be moved over the earth's surface at will by other groups, with no voice of their own in what shall be done, seems to them hardly in line with the democratic ideal that every person should be considered an end and not a mere tool for achieving ends desired by others. To be forced to fight and run the risk of injury, disease, or death, without any voice or representation in making the decisions, seems to many of these youth to be a ranker injustice than the "taxation without representation" which has been so widely heralded in American history and ideology.

Part of what is said about the franchise for young soldiers applies equally to soldiers of voting age who are disfranchised by being out of the country at election time — or in camps in this country but outside some restricted voting jurisdiction. A nation that is conscientious about practicing democracy could afford to devote considerable effort to working out methods by which soldiers can vote in absentia — whether they are in the home country or elsewhere.

Continuing Emergencies and Sacrifice

Most Americans are gradually realizing that the United States cannot remain aloof from problems and struggles in other countries. Isolationism is not dead, but is weakening. This raises the question of whether war situations in remote countries will be more important for American life in the future than in the past. If war threats are to be aspects of our daily lives for some years to come we should give more thought than in the past to the effect of war emergencies on such ideals as equality of opportunity. If continuing emergencies involve heavy sacrifices, we will have to think more about continuing war burdens and duties — and about how they may be equitably distributed. Our mores have stressed opportunities, and have urged each person to be alert and get his share. Free-enterprise psychology to date has emphasized individual or corporate exploitation of opportunities for material gain, whereas more attention may be needed on distributing burdens and sacrifices to insure survival.

If wars are short, as in the recent history of this country, many people are willing to suffer injustice — which they think is temporary. However the situation is different if these people think "an emergency" is likely to continue for much of the life that remains for them. Then they see no future for themselves beyond the current gloom and sacrifice. Under these conditions it is more difficult for some groups continuously to give and sacrifice extensively when it is obvious that others sacrifice little — and when some profiteer on the sacrifices made. Hence a continued high level of morale and social solidarity throughout a long struggle demands careful attention to an equitable distribution of sacrifice — and reward.

Prime Minister Churchill, in praising the Royal Air Force in the early defense of Britain during World War II, was quoted as saying: "Seldom have so many owed so much to so few." A crisp statement of this kind might be helpful as a rallying cry in an acute crisis. However with the rapid change which characterizes the modern world, it does not seem that any nation can long endure as a democratic country when its *usual practice* is that of demanding so much from a few and so little from the many. Furthermore the result may be the same whether the *usual practice* develops from a plan or is the outgrowth of political indifference and drift.

Educational Implications

Implications for high schools and colleges are scattered through foregoing paragraphs but some implications deserve more attention. General Eisenhower has emphasized morale and the will to fight as the most essential element in a cooperative defense program. When one says that if there is high morale it is possible to develop force, he is not saying that force for immediate protection contributes nothing to morale. Perhaps for practical purposes morale as group solidarity in a crisis should be thought of in terms of some concrete and present situation. The basis of morale that solidified this country after the Pearl Harbor attack will not serve now. The ways in which the United States differs from Russia or Red China are not the same as the ways in which this country in 1941 differed from Japan or Nazi Germany. Thus we have less raw man power than either Russia or China, but more than either Germany or Japan had — and Russia and China were on our side in World War II but now they are against us. Our industrial and technological superiority over Germany and Japan was not as great as it is over Russia and China. Other differences between our status in World War II and at present relate to such matters as geography, cultural heritage of major conflicting groups, economic and political stability of allies and satellites on both sides, as well as basic ideologies.

The point here is that morale functions in rather specific situations. General principles have value in orientation: i.e., control emotion and use reason in a crisis; know your own strength and that of the enemy; attack the enemy at his most vulnerable point, militarily and ideologically; and compromise or make temporary concessions on minor issues but hold fast to major aims. However before much happens from the morale standpoint such principles must be reduced to specifics. For example, one needs to know the psychology of emotions and how to control them, and he must have information concerning a situation before he can reason about it. Likewise one needs to know what the weak points of the enemy are before he can exploit them.

With respect to considerations regarding morale, high schools and colleges offer our best avenues for supplying young men and women with the factual basis for sound morale. The institutions are better situated than others for tracing the evolution of our ideology — or that of an enemy — and for indicating how practice falls short of ideals. Schools can give attention to the progress made in this country toward equality of opportunity in such fields as education, health, employment, or economic security — and to the respects in which we fall short of the ideal in these or other fields.

Preceding comments relate mainly to possibilities of educational institutions in supplying information to students and in helping them devise methods of evaluation necessary for developing sound morale. Some institutions could do much the same for adults — through adult education. Such work can be done by educational institutions alone, although in most communities more

(Concluded on page 50)

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REPRESENTATIVES IN PRINCIPAL CITIES

(Concluded from page 48)

can probably be accomplished by these institutions working with other institutions or civic agencies. This seems particularly true of high schools — because of their number and because of their integration into the communities where located.

Colleges and universities have responsibility for expanding present knowledge about the social structure of this and other nations — through direct research and through preparing research students. If morale is the most important single element in a co-operative military program, then Americans are justified in spending a great deal more for research in this field — relative to expenditures for weapons and related instruments of force. To secure funds and personnel for research in morale and related aspects of study, colleges and universities should probably take the initiative in two related ways: (1) convince the public of the importance of morale and the possibilities of developing it, (2) conduct basic research in this field so that we have more knowledge on the role of morale and on how to develop and maintain it under varying conditions. Basic research here is comparable to basic research in chemistry or physiology.

From the standpoint of morale development as well as the technological aspects of a military program, many high schools and colleges could work more closely than they do with the armed forces in educating and preparing enlisted personnel. Educators and military leaders sometimes look upon each other with antagonism. Thus some educators have looked upon military officers as constituting a tightly organized "trade union," largely interested in promoting their own welfare through constantly urging expanded military programs, and as exploiting our security needs for military secrecy as a smoke screen behind which to hide blunders and waste. On the other hand some military leaders seem to look upon high school and college faculties as sissies and busybodies, who spend much time chattering about abstractions which have no practical importance and who have managed to develop institutions and programs for helping American youth waste a great deal of time and money — but as persons who have never done anything so virile as to develop large-scale methods for killing enemies.

There are elements of truth in both charges. What is needed, however, is a program of more extensive co-operation between educational institutions and the persons responsible for military training programs. Moreover, co-operation must rest on the respects in which the two groups can aid and supplement each other, not on exploiting the possibilities for mutual sniping. If educators contend that they have a broader conception of education than military leaders, and that this broader conception has much to offer — during a military emergency as well as at other times, it would seem that educators should be responsible for a greater part of the initiative needed in developing closer co-operation.

One avenue of greater initiative by educators might lie in experimenting to develop programs for secondary and college education which boys might pursue in camps in this country or outside continental United States. The work of the United States Armed Forces Institute during World War II suggests possibilities that might be further developed in this area. Schools and colleges might also help the armed forces to find ways of using more women in military service. Co-operation might also be possible in discovering ways in which more of the work ordinarily done by military personnel could be done by civilians — including ways of increasing the geographical mobility of civilians. Careful and open-minded study by both educators and military leaders could probably reveal many respects in which the two groups could increase the present extent of their co-operation — for the benefit of both groups. Through co-operative study, ways might be found for increasing the sacrifices which civilians are asked to make relative to those demanded of enlisted men — with greater equality of contribution by members of the two groups.

COLUMBUS APPROVES SCHOOL BOND ISSUE

At a special school election in April, 1951, the voters of Columbus, Ohio, approved a school bond issue of $11,500,000, the proceeds to be used in completing a school building program begun six years ago.

The successful outcome of the bond election is attributed to the promotion of a careful and complete school bond campaign. This included the preparation of a source booklet, distributed by newspapers, speakers, and friends of the schools; the presentation of a 54-frame color film strip giving major facts about the bond issue, and including before and after pictures of schools remodeled; the preparation of narration to accompany the film strip; the preparation of a set of cards used as illustrative material for talks; the preparation of nine large maps of the city and charts showing residential growth, rise in birth rates, and work to be done with bond issue funds; the opening of a series of three talks by Novice G. Fawcett, superintendent of schools; extensive newspaper coverage; radio and television coverage; and organization of the school staff into a speakers' bureau to cover meetings of neighborhood groups and meetings of parent-teacher groups in sensitive areas.

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JOHNSTOWN DROPOUTS

Why do students quit school?

A study in the cause of dropouts has been made by the faculty of Johnstown, Pa., high school. Seventy-seven students in the two-year high school abandoned the books during the year. Johnstown has three junior high schools. Students transfer to the main building for their last two years.

Only nine of the 77 who left school during the current term plan to take jobs, the survey showed. What of the remaining 68?

Charles E. Boyer, high school principal, reported the survey came up with 11 other assorted reasons why pupils left their desks.

Four girls said their parents urged them to quit.

One boy and 11 girls claimed they were needed at home.

One boy and one girl said they quit because they had friends who left school.

Four boys and one girl reported that trouble with teachers was their major reason.

Two boys said they could not get the subjects they wanted.

Three boys and one girl left because of poor grades.

Five dropped out because of poor health.

One admitted being disinterested in gaining an education.

Eighteen quit to enter the military service.

Eight girls left the educational highway to start on the road of matrimony.

The same group of 77 voiced their opinions on the value of school subjects. Considered least interesting, the students said, was geography. Music received only one vote of interest from the 77.

Health and mathematics were the next least popular. Foreign language came next. English received only six votes, and oddly enough, these were from all girls. Receiving highest rating from the group was vocational subjects.

Twenty-three of those who quit said none of the courses on the school curriculum were interesting.

Ages of those leaving school were as young as 15. One girl left school at 15; six at 16; nine at 17; 14 at 18, and four at 19. Youngest boy to drop his books was 16; four were 17; 27 were 18; and three were 19; eight others were over 20 years of age.

Of the above students, 28 boys and 28 girls reached the eleventh grade. Seven boys and six girls were in the twelfth — or last year. The report, of course, did not include any who transferred to other schools.

All 77 who left classes said their schooling would help them live successful lives by getting and holding jobs, practicing good health habits, being active as a citizen and keeping a happy family life.

STUDY LOCAL CIVICS

Pittsburgh school children will be thoroughly inoculated with civic pride and civic knowledge. A $20,000 grant from the Sarah Mellon Scaife Foundation is financing a program of civic betterment through the schools. A series of books has been prepared and printed, telling the story of Pittsburgh. These books will be in daily use in grades from the kindergarten to the twelfth.

REFUSE INQUIRY

The St. Louis, Mo., board of education has refused to make an inquiry into possible violations of its rules concerning the emergency purchase of materials during the past four months of 1951. The motion for such investigation presented to the board by H. M. Stolar, charged that purchases in the amount of $676,451 were made under an emergency clause in the rules. The materials bought include pianos and various materials purchased on the basis of informal bids and costing less than $500. No charge of dishonesty was made.

PHYSICAL EDUCATION EXPANDED

To determine the approximate enrollment for a five-year period, a census system has been initiated in Castle Shannon, Pa., reports John L. Trevaskis, superintendent of schools. The homes are checked each year to keep the data correct.

In place of graded report cards, letter type progress reports are sent to parents of kindergarten and first-grade pupils. Within the next two years, the program will be extended to the third grade.

Mr. Trevaskis reports a new physical educational program under which the pupil is instructed in sports and recreational activities that will serve him throughout life. Archery, golf, bowling, games, hikes, and picnics replace the calisthenic program. The Red Cross first aid course is taught.

NEW SALARY SCHEDULE FOR NEW YORK CITY TEACHERS

The board of education of New York City has revised its salary schedules, calling for average increases of $400, beginning July 1, 1951. A total of 2211 elementary teachers will receive less than $400 additional, and 3409 will get more than $400. Elementary teachers and instructors in junior and senior high schools, and vocational high schools will be paid a straight across-the-board $400 raise. Those receiving under $400 on July 1 will go a step higher at their next anniversary date. Workers in evening schools, vacation activities, and other auxiliary activities will receive increases of from 50 cents to $1.50 per session. The new device was adopted to eliminate the transitional scale which is still affecting 5600 teachers in the elementary schools. As of July 1, teachers in the elementary and junior high schools will be on the full Feinberg schedule, plus the advances given to the staff since 1947.

TEACHERS' SALARIES

► The board of education of Freeport, N. Y., has adopted a new teachers' salary schedule for 1952. The schedule provides a minimum of $2,800 and a maximum of $5,500 for teachers holding a bachelor's degree; and a minimum of $3,000 and a maximum of $5,700 for those holding a master's degree. All teachers are required to complete 16 steps in the schedule before obtaining the maximum salary.

► El Paso, Tex. The school board has approved salary increases for teachers amounting to $208,000 for the year 1951–52. Teachers not receiving the maximum salaries under the schedule will receive a total increase of $212, including a $108 cost-of-living raise. Teachers who are already receiving the maximum salaries receive a total raise of $158.

► Port Orchard, Wash. The new 1952 budget of the school board provides average increase of $721 each for the school personnel during the next year. The average salary will be raised from $3,229 to $3,950. The average salary of principals will be $5,310 under the budget, which will be a raise of $400 per year. The total salary of principals was raised from $30,000 to $38,000.

► McMinnville, Ore. The new school budget for 1952 calls for increases of $100 in teachers' salaries, plus $400 cost-of-living adjustments. Noncertified employees receive a 10 per cent increase in wages.

► Hamden, Conn. The school board has raised the maximum salary schedule by $200 to conform with a former $200 lift in the minimum schedule. Teachers on maximum schedule, with four-year college degrees will receive $4,700 per year; those on a maximum schedule with a master of art's degree will receive $5,000. The minimum salary is $2,500.

► Lind, Wash. The school board has approved a $480 cost-of-living increase for teachers, and a 15 per cent increase for noncertificated employees. Teachers with one year of training and three years' experience begin at $3,090 and go to $3,690; those with two years' training begin at $3,180 and go to $3,870. Teachers with ten years' training receive $4,100 in the fourth year, $4,300 in the fifth year, and $4,500 in the sixth year of experience.

► Hoquiam, Wash. Cost-of-living adjustments, ranging from $320 to $420, and averaging $360 per year, have been given to full-time teaching personnel. Salaries for classroom teachers range from $3,020 per year to $3,880, depending on education, type of certificate, and length of service.

► Auburn, Wash. Teachers in the city schools have been assured of annual salary increases of $500 for the year 1951–52. Part of the increase will be a $400 cost-of-living raise. The other $100 additional will be the annual increment.

► Port Townsend, Wash. Flat $300 salary increases have been given to full-time school employees for 1952. The base pay of teachers with four years' training was raised to $2,900 from $2,800. Teachers who had not reached the maximum salary were given annual $120 increases.

► Guilford, Conn. The school board has adopted a salary schedule for 1952, calling for an increase of $400 per year for full-time teachers. The minimum salary for a teacher with a bachelor's degree has been raised to $2,800, and the maximum to $4,400; for a teacher with a master's degree, the minimum is $3,000, and the maximum $4,600.

► Wichita, Kans. Teachers, principals, supervisors, and administrators have been given general increases of $200 in salary. The salary schedule, revised to gain a step, gives each teacher the benefit of the increased value of each step by $100, and of advancing a step and gaining another $100.

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COMMITTEE STUDIES BUILDING NEEDS FOR SCHOOL PLANT

At Johnstown, N. Y., a lay committee of 56 persons, during the school year 1950–51, completed a study of the educational needs and the demands in the way of an improved school plant. Following their recommendations, the board employed the architectural firm of Sargent, Webster, Crenshaw & Foley, of Syracuse, to prepare plans and specifications for new buildings, additions to buildings, and such alterations to old plants as might be required. Educational consultants from Syracuse University worked with the architects and the lay committee in formulating a definite proposal to be presented to the voters late in 1951.

The lay committee was divided into three subcommittees and the committee chairmen worked closely with Supt. Eugene F. Conant and the board in planning the work of the committees. The school staff was active in preparing the various statistical studies to be used in connection with the committee's work. A close relationship between the three subcommittees was maintained at all times by means of minutes of meetings, sent to persons on the school improvement committee and by holding joint meetings with the subcommittees.

SCHOOL BUILDING NEWS

► Boston, Mass. The school board has approved a site for a new $1,000,000 elementary school. The new school will replace the 60-year-old Morse School and wipe out the 80-year-old Willard School. Students of the Willard School will be shifted to the new Morse and Webster Schools.

► San Angelo, Tex. The school board will shortly begin the initial construction of new projects in a $1,368,000 building program. Bids will shortly be called for improvements to four schools and an addition to the junior high school.

► The school board at Bar Harbor, Me., has begun work on plans for a proposed elementary school for the town.

► Pocatello, Idaho. The school board has approved a new insurance program, calling for an insurance valuation of $4,300,000 on the school property by adding 15 per cent to a survey made a year ago. The insurance which provides 90 per cent coverage, will cost the board $7,500 a year for a five-year period.

► The board of education of Gatesville, Tex., has completed the erection of a new elementary school, located on a 20-acre plot and capable of accommodating 700 grade students. The building contains 55,000 square feet of floor space and comprises 24 classrooms, in addition to a library, an auditorium, a dining room, a teachers' room, and a principal's office. The building has a sound system and a master-controlled clock system.

► Akron, Ohio. The new Ellet junior-senior high school was dedicated May 20. The board has purchased building sites for two new junior high schools. A program of extensive remodeling and additions has been started at two senior high schools.

► Santa Fe, N. Mex. The board of education has completed the erection of a 20-classroom unit of a new high school plant, at an estimated cost of $350,000. The building, to be occupied in September, comprises a library, a gymnasium, an auditorium, a cafeteria, and additional classrooms. T. C. Bird, superintendent of schools, was responsible for the educational planning of the building.

► At Plattsmouth, Neb., a survey of building needs of the school system has been made by two representatives of the school building division of the state education department. The survey seeks to determine how fully the city can qualify in the federal aid program.

► Arcadia, La. The Bienville parish school board has voted to take out $80,000 additional blanket insurance on the school buildings.

► Boswell, Pa. The Jenner-Boswell-Jennerstown board has begun the erection of a $950,000 addition to the high school building. The building which comprises 12 classrooms, shops, home-economics department, gymnasium, auditorium, and cafeteria, accommodates 700 junior and senior high school students.

► Sesser, Ill. A new gymnasium building has been completed for the township high school. The old gymnasium is being remodeled and converted into a farm shop, a cafeteria, and homemaking department.

SCHOOL BUILDING CONSTRUCTION

During the month of May contracts were let, in 11 states west of the Rocky Mountains, for 17 school buildings, to cost $2,117,820. Additional building projects in the number of 18, to cost $10,262,000, were reported in preliminary stages.

During the month of May, 1951, contracts were let, in 37 states east of the Rocky Mountains, for 608 educational buildings. Dodge reported that these contracts amounted to $123,153,000.

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SCHOOL FINANCE AND TAXATION

MILWAUKEE APPROVES BOND ISSUE

On April 3, 1951, the people of Milwaukee, Wis., approved the issuance of $9,850,000 in bonds to meet the school building needs for the next five-year period. With moneys from the construction tax levy, reserves, and transfers, the bond referendum has made available a total building fund of $18,200,000.

The success of the bond proposal is attributed to the program of public information, designed to call attention to school-building needs. The problems of financing were discussed in a 25-page pamphlet, distributed to school patrons and the public. Four-page printed flyers were distributed to the parents by the school children. On the eve of election day 70,000 one-page flyers were sent into the homes through the school children.

The needs of the schools were brought to the school children through auditorium programs and articles in all school newspapers. Restricted use was made of the commercial radio. Perhaps the most vivid part of the program was a colored slide-sound series, developed by members of the administrative staff with the aid of the audio-visual department. This presentation told how the increased birth rate, the aging of buildings, and the extension of the city boundaries had produced a building crisis, and how the bond issue was needed to meet the crisis. Fifteen sets of this series were shown to 150,000 persons in a six weeks' period.

In the week before the vote, business, industrial, and civic leaders gave statements in support of the schools to the newspapers, and civic groups passed resolutions endorsing the bond request.

BONDS CARRIED

Bonds in the amount of $17,230,000 have been voted at St. Louis, Mo., for the construction of new buildings and the remodeling of old school plants. Under the Missouri law, a two-thirds majority is necessary. The issue carried in 21 of 28 wards, by a total of 6500 votes. The board of education has extensive plans for new buildings in outlying districts and in the Negro wards.

RECEIVE ADDITIONAL STATE AID

Most Colorado school districts will receive 8 to 10 per cent more state aid money for their 1951–52 budgets than they received in the 1951 year, according to legislators who met in a five-day special session.

Bills signed by Gov. Dan Thornton, provide a $10,000,000 appropriation for the year starting July 1, 1951. A similar appropriation passed at the regular legislative session was vetoed because small districts would have been penalized in the distribution of the money.

The bills re-enacted the school finance law and added $875,000 to the fund. The classroom minimum was raised from $2,000 to $2,100 — assuring small school districts a sizable proportion of the new money to come from state land board income.

SCHOOL BONDS

► At Schuyler, Neb., the voters have approved a school bond issue of $225,000, which is to be added to a previous issue of $250,000 voted in 1947 for a school building program. The building program calls for the construction of a high school and the renovation of a grade school. Supt. Miles L. Kovarik is in charge of the educational planning for these buildings.

► The voters of School Dist. No. 15, Williamsville, Ill., have approved a bond issue of $294,000, to be used for the construction of two 6-room elementary schools. The buildings will be modern in design, adapted for children in the first six grades, and capable of accommodating 200 children each.

► Kansas City, Mo. The voters have approved an $18,000,000 bond issue for the construction of new school building projects and the rehabilitation of old structures. The vote of 39,187 for the project and 6,087 against, was a favorable margin of more than 6 to 1.

► Webster Groves, Mo. The school board has sold $200,000 in school bonds to a Chicago bank, at a premium of $296 and an interest rate of 1½ per cent. The bonds will be redeemable in nine years.

► Glenwood Springs, Colo. A $780,000 bond issue has been approved, 550 to 281, by Garfield county voters. Funds will be used to build a new $500,000 high school, and to improve a branch high school at New Castle.

► Port Arthur, Tex. A $2,500,000 school board issue was carried by a three-to-one majority. The proceeds will be used for the erection of new elementary schools, new wings to three schools, and renovations for two schools.

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PERSONAL NEWS OF SCHOOL OFFICIALS

► DR. H. B. GOODRICH has been re-elected president of the board at Hannibal, Mo., for a third term.

► The school board of Schenectady, N. Y., has elected MRS. JESSIE T. ZOLLER as president for her seventeenth consecutive term. Mrs. Zoller, who has served continuously on the board since her first appointment in May, 1931, was recently named to her fifth five-year term on the board. She has attended every meeting during her twenty years of service. Mrs. Zoller is a graduate of the Potsdam Normal School and about two months ago was named "Woman of the Year" for her contributions to education.

► ELMER MAGEE has been elected for a second term as president of the board of education at Lincoln, Neb.

► The school board of Bar Harbor, Me., has reorganized with GERARD AUSTIN as chairman. The other members are ARTHUR BERRY, WILLIAM FENTON, DR. WILLIAM MURRAY, and DR. RAYMOND WEYMOUTH.

► PALMER PROCTER has been elected president of the board at Muskogee, Okla.

► JAMES A. WILLIAMS has been elected president of the Rotary club at Dodge City, Kans.

► GLENN STEWART has been elected president of the board at Blackwell, Okla.

► HOLGER JEPPESEN has been elected president of the board at Houston, Tex. DR. HENRY A. PETERSEN has been re-elected secretary.

► PHILIP B. VOGEL has been elected president of the board at Fargo, N. Dak. DR. MILTON A. BURSACK was named vice-president, and WARNER LITTEN, secretary. GLENN HILL is a new member of the board.

► LEROY GILBERTSON has been elected president of the board at Grand Forks, N. Dak. GILBERT SANDO was named vice-president. J. LLOYD STONE is a new member.

► The school board of Red Wing, Minn., has reorganized with DR. GORDON LEE as president; MRS. R. F. HEDIN as vice-president; and ART HERNLEM as clerk.

► R. L. THOMAS has been re-elected president of the board of education of Dallas, Tex.

► CLIFFORD C. PETERSON, of Dallas Center, Iowa, has accepted the superintendency at Indianola, where he succeeds W. H. Hoyman.

► CLARENCE HENNING, of Arlington, Wash., has taken a position at Bellevue, where he will be in charge of school district financing.

► HERCEL HARRIS has been elected superintendent of schools at Maysville, Okla., to succeed Grover Bratcher.

► CARROLL MUNSHAW has been elected superintendent of schools at River Rouge, Mich., to succeed Gaylor Speaker.

► C. J. MALLOY, of Stillwell, Okla., has accepted the superintendency at Stigler.

► GEORGE A. TIMONE has been appointed for a new term of seven years on the board of education of New York City.

► R. C. ASHTON, Division Engineer for the Federal Housing and Home Finance Agency in Chicago, Ill., and a member of the board of education for the York Community High School, Elmhurst, Ill., died May 29, after several months' illness.

► DON WEIST has been elected president of the school board of Englewood, Colo. WALTER EHRLICH was named vice-president, and LEE WILLIAMS, secretary.

► DR. RAY E. UNTEREINER and MRS. MILDRED W. CRANSTON have been elected to membership on the school board of Pasadena, Calif.

► All officers of school district No. 70, Pueblo, Colo., a consolidation of Pueblo county's rural schools, have been reelected. They are CHARLES J. DAVIS, vice-president; RAY HARTMAN, secretary; and FRANK GRAHAM, treasurer. Fifth member of the board is PERCY PARADISE.

► LOUIS M. BILDSTEIN is the new president of School Dist. No. 11 of Colorado Springs, Colo. DAN SANTRY was re-elected secretary-business manager.

► RAY V. BLOMFIELD has beeen re-elected assistant superintendent in charge of business at St. Joseph, Mo.

► The U. S. Commissioner of Education, Earl J. McGrath, has appointed WALTER G. DANIEL, of Washington, D. C., to the position of Specialist in Higher Education for the Office of Education. Dr. Daniel, who has been professor of education at Howard University, Washington, since September, 1946, will work with JOHN DALE RUSSELL in the program for the improvement of higher education.

► WILLIAM DUNHAM is the new president of the school board at East St. Louis, Ill.

► CLIFTON B. SMITH, vice-president of the board of education at Freeport, N. Y., has been elected vice-president of the National School Boards Association.

► The new president of the Denver, Colo., school board is ISADORE SAMUELS, succeeding Samuel Johnson, who left the board after 18 years of service. MRS. DOROTHEA KUNSMILLER was elected vice-president; LEROY FISHER was re-elected secretary-treasurer; and S. ARTHUR HENRY was named attorney. New board members are MRS. LOIS BABBITT HEATH and DR. EARL J. BOYD. DR. KENNETH OBERHOLTZER is superintendent.

► A. W. ECKERT, of Orange, Tex., has been elected business manager for the board of education at Lubbock. He succeeds A. C. Jackson who had filled the position for more than a quarter of a century.

► WERNER A. KLIER has been elected president of the board of education at Fredericksburg, Tex.

► W. C. KAMPSCHROEDER has resigned as superintendent of schools at Eureka, Kans., to accept a position with the Kansas State Department of Education. As the head of a new division in the department, he will direct the school facilities survey of the state, which includes a state-wide check of school plants and processing of requests by schools for federal assistance.

► CARL KNOX, formerly head of the schools of Baldwin, Kans., has been elected superintendent at Eureka, to succeed W. C. Kampschroeder.

► BUFORD FISHER has accepted the superintendency at Chanute, Kans.

► A. J. EVANS, of Hinton, Okla., has been elected superintendent at Tonkawa.

► WILLIAM J. ENGLISH, of Lebanon, N. H., retired from the school field in June, after many years of active service as school superintendent.

► MRS. RUTH WHITEHEAD WHALEY has been appointed secretary of the New York City board of education, to succeed Mrs. Hilda G. Schwartz, who resigned to become a city magistrate. Mrs. Whaley, the first Negro woman to practice law in New York State, is the second Negro woman admitted to the state bar, and is a former director of staff and community relations of the Department of Welfare.

► JOHN C. MEIGHEN has been re-elected treasurer of the school board of McKeesport, Pa., for his 22nd consecutive term. JOHN DAMBAUGH was elected supervisor of school buildings and property, at an annual salary of $3,600.

► The board of education at East Providence, R. I., has employed GEORGE F. MONAGHAN as purchasing agent. Mr. Monaghan filled positions as purchaser in a number of local industries during the past 25 years.

PERSONAL NEWS

DR. MOORE TO DENVER

Dr. Harold E. Moore, of Indiana University, has been appointed professor of education and director of educational research for the University of Denver. He will conduct classes in school administration and related subjects. In addition to his teaching, he will act as director of the state school building survey, to be conducted by the State Department of Education under Federal Public Law 815.

Doctor Moore has been assistant professor of education and has held administrative positions in Indiana University. For three years he was superintendent of schools at Kansas City, Mo.

NEW COLORADO COMMISSIONER OF EDUCATION

Fundamentals in school curriculum will be stressed by J. Burten Vasche, who becomes Colorado commissioner of education, July 10. Vasche said, "I have five children. I want them all to know how to read, write, and spell."

Appointed by Colorado's five-man state board of education, elected for the first time in November, 1950, Dr. Vasche will receive $9,000 annually. He succeeds Mrs. Nettie S. Freed, temporary commissioner who did not seek a permanent appointment.

A native of Oakdale, Calif., Dr. Vasche, 41, has been in schoolwork since 1930. He holds a bachelor of art's degree from San Jose State College in California and master's and doctor's degrees from Stanford University. He filled various teaching assignments in California before taking the Washington position two years ago.

PERSONAL NEWS

► Paul A. Miller, of Canton, Ohio, has been elected superintendent of schools at Warren, to succeed H. B. Turner, who is retiring after 35 years' service. Mr. Miller is a graduate of Wilmington College and has completed his graduate work for a doctorate in philosophy at Ohio State University.

► Rex B. Smith, of Augusta, Mich., is the new superintendent at Holt.

► Robert N. Walker, of Lorain, Ohio, has been elected supervisor of guidance and child study at Canton. He will work with the high school guidance counselors in the preparation of a sound guidance program.

► Leo E. Miller, 55, superintendent of schools at Hudson, Mich., died in a hospital of a heart attack. He had served eight years as principal before being appointed superintendent.

► Jacob Jacowitz, school editor of the *New York World-Telegram-Sun*, was given a citation by the New York Academy of Public Education for outstanding reportorial work and feature writing about the public schools. He had been with the *New York Sun* since the early '20's and went to the *World-Telegram* in 1950.

► Miss Rosemary Scavariel has been elected principal of the Robinson Township High School, near Pittsburgh, Pa.

► Supt. O. J. Guptill, Jr., of Dist. No. 97, Bar Harbor, Me., has been re-elected for a three-year term.

► At the sixth annual meeting of the New England School Development Council in Cambridge, Mass., Austin J. McCaffrey, superintendent of schools at Manchester, N. H., was elected chairman for the year 1951–52. The Council represents more than 100 communities in New England and is the second oldest of 21 units in the nation.

► Robert H. Clark, of Versailles, Mo., has accepted the superintendency at Webb City.

► Supt. Max R. Clark, of Dubuque, Iowa, has been re-elected for a new three-year term, at an annual salary of $11,000 per year.

► Del C. Harper, of Hansell, Iowa, has beeen elected superintendent of schools at Wellsburg, to succeed Joseph Stone.

► Rex Beard has been elected acting superintendent of schools at Baton Rouge, La., to serve during the absence of Dr. Clark L. Barrow on a sick leave.

► Norman L. Glasser — the man with the "magic pencil" — is stepping down as superintendent of the Carnegie, Pa., schools. After 38 years of service, the soft-spoken educator is retiring to a life of books and golf.

► William Harrison Derrick is closing up his desk with the end of the current school year to write finis to a 45-year career as an educator.

Principal of Portage Joint School District, Portage, Pa., Mr. Derrick taught 23 of the teachers now serving under him. Noted as a stern disciplinarian, Mr. Derrick was a tireless worker. Although sessions at the school did not open until 8:30, coal miners on their way to work at 6 a.m. passed Mr. Derrick as he opened the school buildings at the break of dawn.

► Supt. Wallace Bailey, of Russellville, Ark., has been re-elected for another year.

► James Clark, of Deep River, Conn., has been elected superintendent of schools at Coventry, R. I., to succeed Roger L. Searle.

► The school board of Boston, Mass., has elected three new assistant superintendents, at salaries of $10,000 per year. The new superintendents are John W. Corcoran, Eunice C. Hearn, and Frank J. Herlihy.

► Lowell A. Small, of Pittsburg, Kans., has accepted the superintendency of Hutchinson.

► Nat Williams is the new superintendent of schools at Lubbock, Tex., succeeding R. W. Matthews, who was superintendent for the past nine years.

► Supt. L. E. Hanson, of Ogallala, Neb., has been re-elected for the next school year.

► Miss Ruth Grant has been appointed reading consultant for all the schools of Kingston, N. Y.

► George E. Carpenter, of Pigeon, Mich., has accepted the superintendency at Bronson, where he succeeds E. J. Bodley.

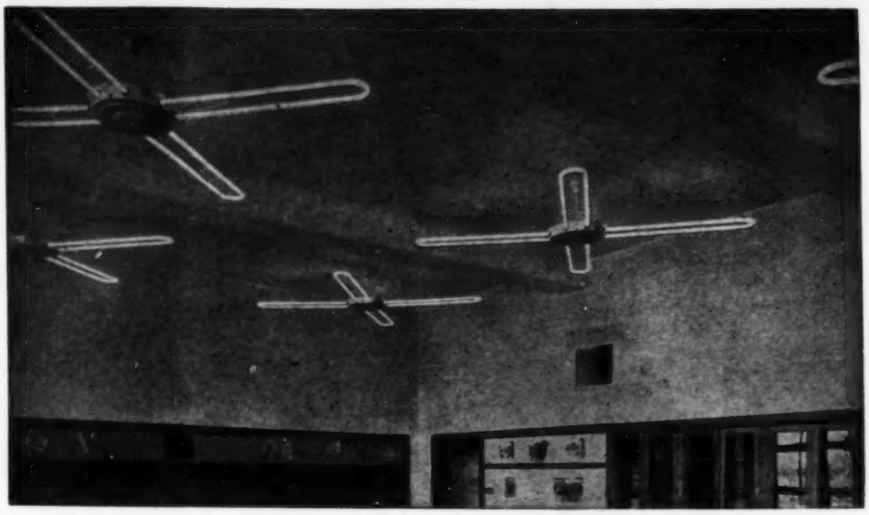
► Bayard T. Johnson is the new superintendent of schools at Jewell, Iowa. He succeeds the late A. W. Fischer.

► T. N. Porter has been elected assistant superintendent of schools at Austin, Tex. He was formerly business manager of the schools.

► Supt. Dale E. Brock, of Rensselaer, Ind., has been re-elected for a three-year term.

► Dr. Herold C. Hunt has been re-elected for a second term as general superintendent of the Chicago public schools. The salary has been increased to $30,000 per year. At the same meeting, William B. Traynor was elected for his fourth term as president of the board.

HAVE YOU INVESTIGATED...



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8B-6

NEW PUBLICATIONS for School-Business EXECUTIVES

Some Aspects of the Division of Schoolhousing and Related Administrative Problems

An interim report on the Administrative Management of the New York City School System. Compiled by George D. Strayer and Louis E. Yavner. Paper, 311 pp. Published by the Mayor's Committee on Management Survey, 131 Livingston St., Brooklyn 2, N. Y.

This devastating report indicates that there is a vast need for improvement in the management of the divisions of the New York City schools having to do with the planning and construction of buildings, the operation of the school plant, and the maintenance and repair of the school buildings. New York has some 665 million dollars invested in its school plant; there is a constant need for added space in the form of new buildings due to increases in the school enrollment or shifts in local population: there is endless need for repairs and replacements of buildings and their permanent equipment; there is need for closing down or disposing of buildings which have become obsolete or which have lost their enrollment. Some buildings planned by the board of education because of neighborhood demands are unnecessary; some buildings could readily be closed; and the pupils transferred to neighboring buildings. The report is a strong argument for closer economy and better over-all management.

The purposes of the report have all been recognized by the board of education and at least three officials who have been appointed should be able to break through ancient traditions and present red tape to provide school plants where they are needed, to discontinue buildings which are found wasteful, and to do a more economical job of business administration.

School Building Survey of Sunbury, Pa.

William E. Arnold. Paper, ix–73 pp. Educational Service Bureau, School of Education, University of Pennsylvania, Philadelphia, Pa.

This survey which gives further evidence of the importance and constructive service rendered to Pennsylvania schools by the Educational Service Bureau, of the University of Pennsylvania College of Education, embraces a discussion of the community background and the educational program of the Sunbury school system; it analyzes the city population and the school population and provides a very searching analysis of the existing school plant and its needs.

The recommendations take into account the financial status of the district and urge the purchase of land, the erection of an additional secondary school as well as of an elementary school, the abandonment of one old building, and the addition of administrative offices and minor service areas in existing buildings. A long-term capital program is recommended permitting the expenditure of at least $1,500,000 for the needed plant facilities.

Financing Public Schools in the United States

By Arvid J. Burke. Cloth, 584 pp., $4.50. Harper & Brothers, New York 16, N. Y.

This is a highly technical discussion of the economic and public finance principles which schoolmen should master in order to guide the raising of revenues and the spending of funds for public education purposes. The book begins with a summary of present-day conditions and then takes up in sequence the legal policies and economic principles underlying outlays for school purposes. Part II is devoted entirely to types of taxation which have a value for public school finance. In Part III federal and state management of financing and fiscal relations of schools and other governmental agencies are taken up. The final group of chapters suggests principles and techniques for budgeting, debt management, and the management of expenditures in the employment of personnel and the purchase of material.

The author has been tax expert for the New York Teachers' Association and is particularly competent to discuss taxation methods and fiscal policies of state and local school administrative units. He is more insistent on the financial independence of the schools and on their complete security in taxation than most general tax experts would admit as desirable public policy.

Public School Building Needs in Anderson, Indiana

Compiled by John H. Herrick. Paper, 110 pp. Bureau of Educational Research, College of Education, Ohio State University, Columbus, Ohio.

This school building survey was prepared by one of the very competent Ohio State University survey teams. The survey included a complete study of the community, its school program, the school population, the school plant, and the financial resources of the district.

The committee recommended that all major remodeling and new construction projects be based upon thorough educational planning, as well as competent architectural assistance. The cost of three new elementary buildings, additions, and increased service areas in existing buildings was estimated at $2,375,000. Two new junior high schools and remodeling of an old building were suggested, at a cost of $3,925,000. Changes in the senior high school recommended would cost $550,000. It was suggested that the outdoor recreation and physical education facilities of the schools be enlarged and improved. In addition, it recommended that a thoroughgoing program be established for the detection and removal of hazards and unhealthful conditions in the school buildings. Some attention should be given to the improvement of plumbing facilities, lighting, and other factors affecting health and safety.

School Guide for Fire Safety

Compiled by Roy E. Simpson. Paper, 15 pp. Published by the California Fire Marshal, Sacramento, Calif.

This guide to fire safety outlines the principles and statutory provisions to insure protection to children.

The Yearbook of School Law 1951

By Lee O. Garber. Paper, 89 pp., $2. Published by the author at 3812 Walnut St., Philadelphia 4, Pa.

The second volume of the second series of Yearbooks of School Law represents an expansion of the treatment followed in the first volume. In addition to reviews of the decisions of higher courts involving questions of educational import, an appendix deals with the judicial interpretation of legislation for preventing subversive activities in the schools.

A Digest of the Study of Public Elementary and Secondary Education in Oregon

Compiled by T. C. Holy, chief consultant. Paper, 88 pp. Published at the State Capitol, Salem, Ore.

A report of an extensive study of elementary and secondary schools in Oregon, made under the direction of the State Board of Education. The report includes a brief overview of the problem and the major findings, conclusions, and recommendations of the committee making the report. The committee found many wasteful, complex, and educationally damaging conditions in the schools, uncovered poor management of the school transportation system, discovered inefficiency in the record keeping and auditing, a high rate of turnover among teachers, inequities in tax bases for school districts, a poor method of apportioning state money for transportation, an anticipated increase in school enrollment in 1955 and 1960, and an urgent need for additional school facilities.

Out of Balance

Paper, 16 pp. Published by the Board of Education, Columbus, Ohio.

Superintendent Fawcett presents graphically the need of Columbus for more school buildings and in general a better educational plant. The brochure was an element in the recent successful bond election.

The School Teacher's Day in Court

Paper, 27 pp. National Education Association, Washington 6, D. C.

Digests 43 cases relating to the appointment, tenure, dismissal, salaries, retirement, and taxation of public school teachers.

Federal Government Funds for Education

By Clayton D. Hutchins and Myrtis Keels. Paper, 72 pp., 25 cents. U. S. Office of Education, Bulletin No. 3, 1950. Superintendent of Documents, Government Printing Office, Washington 25, D. C.

The present bulletin contains detailed information on federal funds disbursed in 1948–49 and 1949–50 for education. By far the largest federal program in education is conducted by the Veterans' Administration, which spent $3,120,898,000 in 1948–49. The second largest fund, administered by the Department of Agriculture, was $155,076. The total of all federal funds for education reported in detail in the bulletin was $3,686,294,000. This was almost 9 per cent of the federal budget for 1948–49.

School Building Needs of Bridgewater

Paper, 54 pp. Published by Engelhardt, Engelhardt & Leggett, educational consultants, 59 Park Ave., New York 16, N. Y.

This study of a growing township in Northern New Jersey embraces an analysis of existing buildings, forecasts the school plant needs due to increases in population, the report recommends two additions to elementary schools, an intermediate school to house 600, and a senior high school to care for 900 students. The total cost of $1,190,000 for immediate construction and $2,000,000 for the senior high school will require a higher tax rate and a bond issue.

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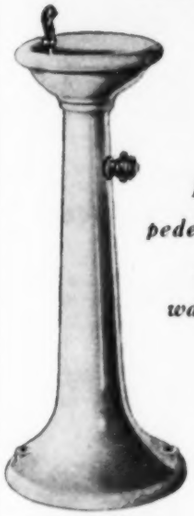

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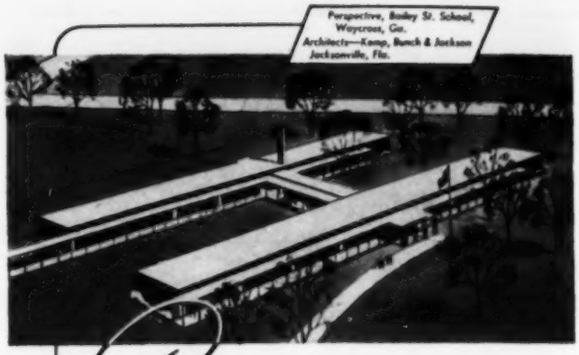
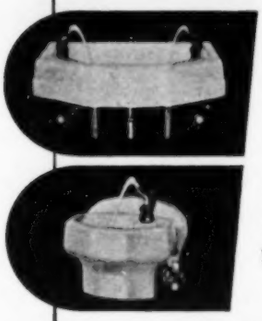


Planned FOR THE PUPIL'S COMFORT



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ARTESIA JUNIOR HIGH

(Concluded from page 27)

unit. The architects for the building were Vorhees and Standhardt, of Roswell, N. Mex.

Concurrently with the construction of the Roselawn building, the board planned a new junior high school building to relieve the extremely congested conditions in the junior-senior high school. At that time nearly one thousand pupils were squeezed into a school building with a normal capacity of 500 pupils. Since this building was more suited for use as a senior high than a junior high, it was decided to erect the junior high school.

The plans calling for an 18-room building, by Vorhees and Standhardt, of Roswell, N. Mex., were ready October 1, 1949. The bids were let November 9, to contractor Homer Campbell, of Artesia, at a total cost of $260,402, or less than $7.50 per square foot. The building, with classrooms, administrative offices, and gymnasium, is placed on a 13-acre plot of land.

The building is made of light-colored combination face brick, backed by insulating-tile. All framework is steel construction; the roof is built up; the side walls are steel, framed with glass, with 4 feet of overhang on the roof to eliminate excessive brightness. The floors are concrete, covered with asphalt tile. Varying shades of pastel paints are used throughout the interior.

The halls are lined with glazed-tile wainscoting and the ceilings of the corridor are acoustic plaster.

The building is heated by central hot water boilers and radiators. The building is zoned into seven areas and one or all zones can be heated at the same time. The circulation is insured through electric pumps, one for each of the zones.

One of the outstanding features of the building is the patio, set in the central area. This patio, visible from all interior classrooms, is planted with bluegrass and evergreens. The area measures 80 by 132 feet and is surfaced on a slight incline to insure proper drainage. In the future, a fountain of natural rock will be built into the scenic spot.

The gymnasium is large enough to accommodate all phases of the physical education program. It includes boys' and girls' dressing rooms and shower rooms.

The administrative units, which are air conditioned for summer work sessions, consist of the principal's outer and inner offices, a communication room where the public-address system is placed, lounges for the men and women teachers, and office for the nurse, a fireproof vault for records, a book and supplies room, and a teachers' workroom.

The Artesia board of education, consisting of Artie McAnally, president; J. L. Briscoe, vice-president; Mrs. Landis B. Feather, clerk; Fred Jacobs and Lloyd Simon, members; and Supt. Tom J. Mayfield, are continuing their planning for the school building program of the city. Recently, elementary school sites consisting of over six acres of land each, were purchased in the north and south sections of the city. The constantly increasing population with the rapidly increasing numbers of school age pupils demands constant planning by the school authorities.

HOLD INFORMAL MEETINGS FOR BOARD MEMBERS

The board of education at West Point, Neb., is conducting a series of informational meetings, at which the principal of the high school or department heads appear and explain the over-all work of the high school and the special work of the several departments and courses. The members of the board, at each meeting, are given an opportunity to ask questions so that the meetings are made as informational and informal as possible.

The primary purpose of the informational meetings is to provide the members of the school board with fundamental data about the school so that they may be in position to answer questions of parents and citizens who are concerned about their children or about special aspects of the school.

Supt. Eugene L. Rarick reports that, in addition to this means of bettering public relations, the West Point schools are co-operating in a school-sponsored program of 20 minutes weekly, over Radio Station KFGT at Fremont, on Friday afternoons. The school broadcasts reach a rather large area of the state with reports on the work of the schools and the special features of the school program.

STORM ENDED?

The stormy relations of the New Orleans, La., board of education with Supt. Lionel J. Bourgeois came to an end on May 2, when the superintendent resigned, effective January 1, 1952. At that time Mr. Bourgeois will go on pension at $4,500 per year.

At a meeting on January 10, 1951 the board summarily discharged the superintendent, but he continued to hold office through court action.

The board has appointed Perry O. Walker as acting superintendent.

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DAYLIGHTING SCHOOLROOMS

(Concluded from page 41)

vide light for vision with a daylighting design that can be adjusted to changing daylight conditions.

"I would open up the whole wall of the room, for a natural lighting unit of clear glass windows that won't block vision to the outdoors. I would make the rooms really indoor-outdoor classrooms. I would eliminate any permanent visual barrier either from the inside out, or the outside in, so the children wouldn't feel they were in an 'institution,' with all the unpleasant connotations of the word.

"Instead, I would bring the daylight right indoors and sometimes maybe sunlight too. I would make their classroom a space for living, growing, and learning, where they would be in constant touch with the outdoors, with its continual interplay of light, shade, and color. No one knows just how deep-seated our response to these changes is, but we do know that they satisfy a deep psychological need common to all of us. That's probably the reason why the classroom with the vision wall will be the typical classroom of tomorrow."

CENTER STREET SCHOOL

(Concluded from page 31)

the architect by all interested parties to its use, including leaders of the community.

A highly satisfactory feature of the kindergarten building has been the block room separating the two classrooms. Single partitions make it possible for one class to use the area without disturbance from the other, or the two rooms may be joined at will.

At Center Street we have used a different type of table and chair for each grade. In the first grade, we have used a four-pupil table to develop group sharing and activity; second graders use a two-child table to achieve the same things, plus accentuating the single friend stage. Third graders used the individual movable box desk, and upper grades use the universal individual desk.

One of the important features of the new plant is a men's lounge, in the administration building. This room represents our desire to get more men teachers in our elementary school. I am convinced that we need more men teachers because of the tremendous influence good men have over children, especially in the years between nine and twelve.

Building Works for Children

In El Segundo, we feel that we have a beautiful school. But more important, we are sure that our school represents a step toward educational progress.

Our new buildings now *work* for the children, because they have been planned to do certain things for them naturally which would otherwise have to be done by the teachers, and often not done at all. Discipline is no longer just a matter of the teacher's will and perseverance; the buildings and the whole school plan create a natural discipline.

The kind of school planning of our new buildings is one of the major steps of progress in our educational life. To the community and its leaders goes the credit for taking the initiative.

POLICY MAKING

(Concluded from page 15)

According to a report of the American Association of School Administrators, an efficient school administrator will, among other things, provide for:

1. Co-operative endeavor in the formulation of educational policies and the utilization of the intellectual and professional resources of the whole school staff.
2. A plan by which any individual employee may present his suggestions and appeals directly to the superintendent of schools, when the usual administrative channels do not function.
3. Opportunity for organized groups within the personnel to offer their well-considered recommendations to the superintendent of schools and to the board of education.[4]

These criteria suggest, in spite of the difficulties attendant upon such a venture, a serious consideration of some organized means to provide the communication and participation that is profitable to the entire staff.

As is the case in much of education, form and organization are not nearly as important as the spirit and intent of all parties participating.

One of the great disciples, writing to a faltering people disturbed by form and ceremony, said "the letter killeth but the spirit giveth life." The chance for the success of any organization to provide reasonable participation and communication or any administration to meet the criteria outlined by the American Association of School Administrators rests largely with the spirit motivating them.

[4]American Association of School Administrators, *The Superintendent of Schools and His Work*, Report of the Committee on Certification of Superintendents of Schools. The Association, Washington, D. C., 1940, pp. 46–47.

SCHOOL BOARD MEMBERS GO TO SCHOOL

School board members of Centre County, Pa., have completed a six weeks' training course, designed to interpret the duties and responsibilities of school board members. Dr. A. Bruce Denniston, superintendent at Altoona, acted as instructor. The course was arranged by County Supt. T. Ellwood Sones, under the sponsorship of the Public Service Institute, a bureau of the State Department of Public Instruction.

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NEW SUPPLIES AND EQUIPMENT

NEW CATALOG OF MAPS AND GLOBES

The Weber Costello Company has issued a 35-page catalog, describing and illustrating its complete line of maps and globes for schools.

The catalog lists blackboard outline maps, W-C reference globes, Reality matching maps and globes, Magna-Graphic political maps, semi-contour maps and globes, Champion political maps, world history maps, and inexpensive machine-made globes.

Complete information and prices may be obtained by writing to *Weber Costello Co., Chicago Heights, Ill.*

NEW SYLVANIA COLOR BOOK

A new book for decorators, architects, and other interested users of color, showing how a color looks under various types of "white" light, has been announced by Sylvania Electric Products Company.

The book entitled, "Color is How You Light It," was prepared by the firm's color experts, and includes analyses of 40 colors as these are modified by the light emanating from seven types of fluorescent tubes and incandescent lights — all

Sylvania color guide.

accepted as white light. The book includes the light effects of the two new DeLuxe Sylvania tubes.

Colors in the book are divided into five groups of eight colors each. Most colors are made up on a large percentage of one color, a smaller percentage of another color, and still smaller parts of other colors. The color which is present in the largest quantity determines the basic reaction to the light source and the color present in the lesser amount determines which light source is acceptable as a second choice.

Copies of the pamphlet, "Color is How You Light It," No. FL-420, are available to school authorities at 50 cents per copy, from *Advertising Department, Sylvania Electric Products Co., Salem, Mass.*

VICTOR ANIMATOGRAPH SOLD

Announcement has been made of the purchase of the Victor Animatograph Corporation, of Davenport, Iowa, by Samuel G. Rose, former president and 16mm. industry pioneer.

As president and treasurer of its new Victor Animatograph Corporation, Mr. Rose assumes the active management of the business. Headquarters will be retained in Davenport, and the administration, sales, and service activities will also be located in that city.

Officers in addition to Mr. Rose include Horace O. Jones, Eldon Imhoff, and A. J. McClelland, vice-presidents, and T. M. Arp, secretary. The officers will also serve on the board of directors. A branch sales office will be maintained in New York City.

HARDWOOD FLOORING

The Maple Flooring Manufacturers Association, according to L. M. Clady, secretary-manager, has ample stocks of maple flooring for the current huge school building program. "School architects," said Mr. Clady, "are leaning more and more to the use of second-grade maple flooring as an economy measure. They are specifying more of the 1½- and 2-in. face widths for gymnasium floors. They recognize that with the use of these floor widths, the expansion and contraction factors in the floors are minimized."

The Maple Flooring Manufacturers Association has announced two educational booklets on hardwood flooring. These are "Where Second-Grade Means Excellent" and "Versatile Northern Hard Maple Flooring." The booklets point the way to lower school floor costs without loss of quality or economy.

Free copies of these booklets may be obtained by writing to the *Maple Flooring Manufacturers Association, 35 East Wacker Drive, Chicago 1, Ill.*

ANNOUNCE CO-ORDINATED CLASSROOM FELLOWSHIP

The Division of School Plant Planning, of the School of Education, Stanford University, Stanford, Calif., has announced a new fellowship called the Co-ordinated Classroom Fellowship, intended for the study of effects of physical factors in the classroom upon the school children. Particular emphasis will be on the study of effects of classroom lighting, decoration, heating, and equipment on growing children.

The Fellowship has been made possible through grants from the American Structural Products Co., the American Seating Co., the Minneapolis-Honeywell Regulator Co., the National Chemical and Manufacturing Co., the Pittsburgh Corning Corporation, the F. W. Wakefield Brass Co., and the Weber Costello Co.

The Fellowship is to be used in a program which the Division now has under way jointly with Dr. Darell B. Harmon, Austin, Tex., consultant. The current recipient is A. Blaine Huntsman, dean of boys at Pocatello high school, Pocatello, Idaho.

G-E PHOTOELECTRIC LIGHTING CONTROLS

The new Joshua Eaton School in Reading, Mass., is using the General Electric photoelectric controls in its lighting system, which aims to take advantage of daylight and at the same time protect children's eyes from strain and fatigue. Four G-E controls are mounted and calibrated so as to turn all classroom lights on or off automatically according to levels of prevailing natural light.

The photoelectric indoor lighting controls are mounted in two classrooms, one with southeast exposure and one with west exposure. The controls

Photoelectric lighting controls regulate the artificial illumination which supplements the windows in the new Joshua Eaton School, Reading, Mass.

are cut in and out of the lighting circuits by manual switches, and the switches are turned off at the end of the school day.

Complete information concerning the photoelectric lighting controls can be obtained by writing to the *General Electric Company, Schenectady 5, N. Y.*

TREMCO FLOOR MAINTENANCE

"Floor Maintenance" is the title of an authoritative, 12-page brochure, just issued by the Tremco Manufacturing Company.

Illustrated by numerous photographs, diagrams, and drawings, "Floor Maintenance" not only presents a complete, effective, and economical program for the care of wood and concrete floors in schools, but also for terrazzo, linoleum, tile, etc.

The main points discussed in the brochure are wear resistance, appearance, sanitation, cleanliness, light reflectance, the use of sealers, burnishing and buffing, waxing, painting of concrete floors, etc.

A copy of "Floor Maintenance" can be obtained from the *Tremco Manufacturing Co., 8701 Kinsman Road, Cleveland, Ohio.*

VALLEN CURTAIN CONTROL

A new 1951 catalog on curtain control for school stages has been announced by Vallen, Inc., who specialize in the design and construction of curtain controls, tracks, and special operating devices.

The 16-page catalog, printed in two colors, gives specifications and installation data on Vallen equipment, as well as descriptions of various items in the Vallen line.

Information and prices may be obtained by writing to *Vallen, Inc., Akron, Ohio.*

NEW POSTING MACHINE

A machine for posting accounts receivable has been announced by the Underwood Corporation. Known as the Underwood Sundstrand Composite Model C-AR Accounting Machine, it is available in single or double keyboard models.

The single keyboard model is intended for use where no folio number is required or where the folio number is printed on only one form. The double keyboard model C-AR is designed for accounts receivable applications where original statements and ledgers are required and where the date, folio, and amount appear on both statement and ledger.

Complete information and prices are available by writing to the *Underwood Corporation, One Park Ave., New York 16, N. Y.*

MILTON BRADLEY PROMOTES KINDERGARTEN EQUIPMENT

The Milton Bradley Company, Springfield, Mass., a pioneer in the manufacture and distribution of kindergarten equipment and supplies, has announced the establishment of an experimental kindergarten at the Morgan School in Holyoke, Mass. This Bradley room, described as the finest of its kind, is complete in every detail, utilizing wallpaper, tile, curtains, color dynamics, special furniture, and tested educational and play equipment. The room is being utilized by the firm in testing and improving educational materials.

The firm also announces a "kindergarten packet," compiled by Dr. Marcella R. Kelly, offering a step-by-step guide to efficient and up-to-date methods for the education of the kindergarten child.

GERM-KILLING FLOOR CLEANER

A new type of germicidal product, used in a dust mop during daily maintenance work, has been announced by Huntington Laboratories, Inc. The new product, "Antiseptic Huntolene," controls all types of communicable-disease bacteria and prevents their growth.

Antiseptic Huntolene is a refined, dust-laying distillate, intended for wood maintenance. It has two advantages: It sanitizes floors and mops and prevents multiplication of germs and spread of disease. It also serves as a rinse of mops and cloths in soap and water, leaving them clean, sanitary, and absorbent for future use.

Complete information is available from *Huntington Laboratories, Inc., Huntington, Ind.*

Meeting All Kinds

A preacher who was succeeding very well in a new church was criticized by a vestryman because, while he spoke on very important topics of religion, he frequently lapsed into exceedingly low-brow language.

Said the preacher: "You see I throw out bait for everybody. I try to get down to the jackasses and up to the giraffes."

Tittuping Ph.D.'s

A little learning is a dangerous thing and perhaps that is why the Ph.D. candidates like to learn a lot about some obscure subject. However, most men who help keep the wheels whirring will agree with Dr. Paul B. Sears of Yale's Conservation Department, who recently said that professors who aid students to choose senseless subjects were jackasses. Dr. Sears gave two illustrations of recent theses: The Influence of Eyestalk Removal on the Metabolism of the Fiddler Crab; Lexical Stability in English with Particular Reference to the Loss of Old English Weak Verbs.

If the lads in pursuit of Ph.D.'s will concentrate on contemporary problems of general interest, we foresee a trend of public opinion in their favor. For starters we propose the following: The Subversive Stratum of the Female Mind Which Insists on Spreading Parsley on Mashed Potato; Why Neighbors' Dogs Dig Up a Fresh-Seeded Lawn; Efficacious Techniques in Getting a Ten Year Old to Bed. — *Wall St. Journal.*

Advertisers Products and Services

Advertisers in this index are given a code number in addition to the page number on which the advertisement appears. Refer to the advertisement for product or services available. Write direct to advertisers or use the coupon in requesting information from a number of advertisers.

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THE AMERICAN SCHOOL BOARD JOURNAL 1951
400 North Broadway, Milwaukee 1, Wis.

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Will Your New School Make Students Brighter?

Of course, no school building can increase a child's basic intelligence.

But, through better physical environment, you *can* better students' alertness, initiative and interest —can even help them raise their grades.

For example, the great majority of children show marked improvement when moved from stuffy, overheated surroundings to classrooms in which level temperatures, adequate fresh air and proper humidity are constantly provided.

Knowing this, more and more educators are choosing Honeywell automatic controls for their new schools. Honeywell equipment has been *proved* more accurate, more dependable. Honeywell controls are simpler, too—consistently cost less to maintain. And Honeywell has the largest, most widespread staff of service experts in the industry.

You owe it to your students *and* your budget to get all the facts and figures about Honeywell controls for *your* new school. It's easy to do. Simply call your local Honeywell office. Or write Honeywell, Minneapolis 8, Minnesota. Why not do it *today!*

MINNEAPOLIS
Honeywell

First in Controls

Answers the "WALL-OF-ICE" Problem

NESBITT Syncretizer with WIND·O·LINE

Large windows become a "wall-of-ice" on very cold days—unless shielded by the Nesbitt Thermal Blanket.

ONLY NESBITT GIVES YOU THIS "THERMAL BLANKET"

The trend toward larger areas of fenestration in the modern schoolroom makes greater demands of the heating and ventilating unit. The "thermal blanket" provided by the Nesbitt Syncretizer adequately shields occupants against the window "wall-of-ice" in normal situations; but under conditions of extremely long glass exposure and very low outdoor temperatures, an "extra blanket" is called for. Nesbitt WIND·O·LINE meets such needs.

When specified as an auxiliary of the free-standing Nesbitt Syncretizer, WIND·O·LINE consists of finned-tube radiation in an attractive grilled casing. It is located just below the windows and extends from both ends of the Syncretizer unit ventilator for the full length of the sill, as pictured above. It is controlled in cycle with the Syncretizer to give heat—when required—where heat is needed.

WIND·O·LINE is also available with The Nesbitt Package, recessed in a channel at the rear of the storage units . . . but it is not necessary to install storage cabinets to get this extra protection. WIND·O·LINE is yet another Nesbitt innovation which permits more of America's schools to enjoy the *new standard of classroom comfort.*

The Nesbitt Syncretizer UNIT VENTILATOR

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